DOCUMENT RESUME

ED 341 230 FL 019 495

AUTHOR	Stringer, Mary D.; Faraclas, Nicholas G.
TITLE	Working Together for Literacy. A Guidebook for Local Language Literacy Programs.
REPORT NO	ISBN-9980-62-650-X
PUB DATE	87
NOTE	211p.
AVAILABLE FROM	Christian Books Melanesia Inc., P.O. Box 488, Wewak, Papua New Guinea ($8.02).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*Community Cooperation; Developing Nations; Foreign Countries; Guidelines; Illiteracy; *Literacy Education; *Program Development; *Reading Instruction; *Writing Instruction
IDENTIFIERS	*Preliterate Societies

ABSTRACT

Designed to help communities in preliterate societies break the barrier of illiteracy, this book presents a simple basic foundation for literacy instruction that can be handled by local people with little experience. The book explains each step with great detail. The four chapters are as follows: (1) "Local Language Literacy and Developing Countries," with sections on how local programs, a multi-strategy method, and the community framework can help solve literacy problems; (2) "The Multi-Strategy Method and How to Use It," with sections on the ideas behind the method and both story and workbook tracks; (3) "The Community Framework and How to Use It," with a guide for local language coordinators (i.e., what to know to begin, organizing communities, training teachers, writing books, beginning classes, checking and testing) and a guide for experienced workers (beginning plan, organizing, and the training course); and (4) "The Local Language Literacy Program in Practice." Ten guides are presented for a story track, workbook track, writing stories, cutting stencils, silkscreen printing, workbook writing, story book writing, survey, silkscreen building, and alphabet. A word list and index are included. Also given are 11 lesson plans, 6 models (beginning plan model, price list model, roll book model, checking visit checklist, literacy certificate, and program teacher certificate), and 21 additional models that comprise nearly 60 pages of the book. (LB)

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A Guidebook for Local Language Literacy Programs

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WORKING TOGETHER FOR LITERACY

Mary D. Stringer
Nicholas G Faraclas

Published by
CHRISTIAN BOOKS MELANSIA INC.
P.O. Box 488, Wewak, Papua New Guinea.

WORKING TOGETHER FOR LITERACY
Mary D. Stringer And Nicholas G. Faraclas

ISBN 9980 62 650 X

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1987 First Published 2000

RETAILERS INFORMATION:
This publication and a wide range of our other Christian publications can be ordered by booksellers and bulk buyers from:-

CHRISTIAN BOOKS MELANESIA Inc.
P.O. Box 488, Wewak, Papua New Guinea.

Ph 86 2275

Produced by Christian Communicatios Ltd., P.O. Box 95364, Tsimshatsui, Kowloon, Hong Kong.

CCL/1039P

THE PEOPLE WHO HELPED TO WRITE THIS BOOK

Mary D. Stringer is a Research Officer with the Education Research Unit of the University of Papua New Guinea, working on a secondment from the Summer Institute of Linguistics. Ms. Stringer has set up two successful literacy programs in Papua New Guinea and has taught courses in linguistics and literacy in Austrialia and Papua New Guinea. Ms. Stringer has an M.A. (Honours) degree in Education from the Macquarie University, Sydney, Australia and has extensive experience in training literacy workers and teachers for literacy programs.

Nicholas G. Faraclas is a Research Affiliate with the language and Literature Department of the University of Papua New Guinea. Mr. Faraclas has worked in literacy programs in Africa, Latin America, and the Pacific and has taught courses in linguistics, literacy, and language in Nigeria and the United States of America. Mr. Faraclas is at present a candidate for the degree of Ph.D. in Linguistics at the University of California, Berkeley, U.S.A.

We would like to give our most sincere thanks to the people of the Enga, Oro, and Morobe Provinces of Papua New Guinea, the Provincial Governments of the Enga and Oro Provinces of Papua New Guinea, the Education Research Unit and the Language and Literature Department of the University of Papua New Guinea, the Enga Yaka Lasamana Development Project, the Oro Education Research Project, the Rivers Readers Project and the Summer Institute of Linguistics (Papua New Guinea Branch).

We would like to give special thanks to Delle Matthews for materials used to write the Workbook Track Teachers' Guide, to Kay Williamson for materials used to write the Alphabet Guide, and to Read magazine for materials used in the Silkscreen Building Guide.

Finally, we would like to thank the following people for their kind and generous help:

Joice Franklin, Cathy Krekel, Kerry McLean, Carl and Louise Moosbrugger, Ruth Siou, Nakapo Konde, Beverley Sundgren, Alex and Lois Vincent, Barbara Wadsworth, and Elizabeth Whitehead.

SPECIAL NOTE: HOW TO USE THIS BOOK

In this book you will find all of the steps that a literacy worker needs to follow to make a literacy program a success. There are many things that a literacy worker can do to help people to learn to read and write, but we have chosen to leave out most of the extra things so that we could pay special attention to the things that are the most basic and important. When you use this book, you should feel free to add any steps, books, or activities that you think would make your program a good one but you should make sure to do all of the basic things before you add any extra things to your program.

We have tried to explain every step in this book as clearly as possible. Each step is written with great detail, so that people who do not have very much training and experience in literacy can carry the step out with success. If you have training or experience as a literacy worker, you may not need to follow every detail of every step. You should follow the steps in this book in a creative way, using the things that you have already learned about literacy in your area whenever you can. When doing this, you should not always follow the steps in this book exactly as they are written. You may need to change some steps to fit the special aims, needs, and conditions of local communities.

This is a first edition. We would be very grateful to know about any successes or failures that you have in using this book. We would also welcome any suggestions, questions, or corrections. Please address all letters to the publisher.

Mary D. Stringer
Nicholas G. Faraclas

Wewak, East Sepik Province.
December 1986

DEDICATION

To our mothers
Mary
and
Pearl

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Chapter 1

LOCAL LANGUAGE LITERACY PROGRAMS AND DEVELOPING COUNTRIES

This book is a simple guidebook for people who are interested in starting literacy programs in developing countries. In this book, we explain what you need to know to teach people to read and write their own languages - we call this the **Multi-Strategy Method**. We also explain the things you need to do in order to start a literacy program and make it work under all types of conditions - we call this the **Community Framework**. In this handbook we mainly talk about literacy programs for children, but you can also use this book for adult literacy programs. The Local Language Literacy Program, then, has two parts: the Multi-Strategy Method and the Community Framework. We have designed the Local Language Literacy Program to be used to teach reading and writing in the student's own local language. In this chapter we explain how literacy in local languages using the Multi-Strategy Method within the Community Framework can help to solve literacy problems in developing countries.

Section 1. HOW LOCAL LANGUAGE LITERACY PROGRAMS CAN HELP SOLVE LITERACY PROBLEMS IN DEVELOPING COUNTRIES

Language is a part of culture. When children learn to read and write in their own local language it helps them to be proud of their language and their culture. Children who are proud of their culture will be proud to work for the good of their people and their country. In this way, Local Language Literacy Programs can help children to take an active interest in developing their communities, instead of moving away from their people and their culture.

Local Language Literacy Programs produce good readers and writers. In many developing countries, children are taught to read and write in a language that they do not know and understand. Most of these children have a very hard time learning to read and write because they are learning a foreign language at the same time. Many of these children never learn to read and write well, and few of them learn to read and write with pleasure.

When people learn to read and write in a way that is made as easy and enjoyable for them as possible, they go on to read and write with ease and pleasure for the rest of their lives. For most people, this can only happen when they are taught to read and write in a language that they know and use every day. For this reason, literacy programs in local languages are needed to help children to become good readers and writers.

A person only learns to read and write once. If a person has learned to read and write with ease and pleasure in their own language, they will be able to use that knowledge to read and write any other language that they go on to learn. In this way, Local Language Literacy Programs do not only help people to read and write their own languages, but they also help people to read and write other languages as well.

Local language literacy helps people to become productive community members. Many people are not able to attend school long enough to learn to read and write a foreign language well, and they go back to their communities feeling helpless and confused. In Local Language Literacy Programs people learn to read and write their own language in the first years of school and if they do not continue their education they at least have these skills to help them to become productive members of their communities.

Section 2. HOW THE MULTI-STRATEGY METHOD CAN HELP TO SOLVE LITERACY PROBLEMS IN DEVELOPING COUNTRIES

People learn in many different ways. Most methods for teaching literacy make use of one or two ways of learning only. When people learn to read and write using the **Multi-Strategy Method**, they have the opportunity to learn in as many ways as possible, from the first day to the last. In this way, the Multi-Strategy Method allows each learner to use the styles for learning reading or writing that suit him or her best in order to go on to literacy as soon as possible. But this method is not just a confused mixture of learning activities. Instead, learning activities are divided into two teaching tracks. Each track is taught by a different teacher in a different way. This permits as many teaching and learning styles as possible to be used without causing confusion in the minds of the teachers and the students.

People who learn to read and write using the Multi-Strategy Method become creative readers and writers and original thinkers. In many methods for teaching literacy, people learn to read without fluency and understanding, and people learn to write without creative expression. Fluency, understanding, and creative oral and written expression are actively taught as a basic part of the Multi-Strategy Method at every stage, from the beginning to the end. At the same time, the Multi-Strategy Method does not ignore the mechanical eye, ear, and hand skills needed for reading and writing. As mentioned above, the Multi-Strategy Method has two separate tracks. In one track all activities focus on fluency, understanding, and creative oral and written expression - we call this the **Story Track.** In the other track all activities focus on specific skills needed for reading and writing - we call this the **Workbook Track.**

Students in Multi-Strategy Method literacy classes learn with interest, confidence, and a positive attitude. Many people do not do well in school because they do not read and write with motivation, confidence, and pleasure. In the Multi-Strategy Method all activities are short, varied, and easy for learners to perform with success and at their own speed. As much as possible, activities are not strictly graded so that if the student misses one, he or she will still be able to do the next one. In this way, the learner moves from one successful experience to another, and therefore gains confidence and a positive attitude, as well as becoming motivated to continue learning. The Story Track in particular helps uninterested, mechanical readers and writers to read and write with pleasure because it stresses creativity instead of accuracy, and confidence building rather than correction.

The Multi-Strategy Method can help to bring school attendance rates up, and to bring school leaving rates down. In a number of countries students and teachers are not interested enough to attend school every day, and many choose to give up altogether. As mentioned above, the Multi-Strategy Method gives students a positive attitude toward learning. When students have a positive attitude toward learning, teachers have a positive attitude toward teaching. The Multi-Strategy Method encourages teacher to be as creative and innovative as possible. The creative side of the method does not only produce motivated students, but also produces motivated teachers. Motivation and a positive attitude are keys to successful teaching and learning. Successful teachers will attend school regularly and be motivated to do their job well. Successful students will attend school regularly and be motivated to continue on to complete their education.

The Multi-Strategy Method can help to make school an experience that strengthens the learner's sense of identity. For too many students school is a place where their sense of identity is broken down. The student's own language, values, and culture are all too often rejected in favor of other languages, values and cultural attitudes. Furthermore, many teaching methods do not do enough to give the learner a sense of confidence in himself or herself. In the Multi-Strategy Method the students learn to read and write their own language and not some foreign language. All of the lessons are given in the students' own language as well. As much as possible, elements of the students' culture are brought into the Multi-Strategy Method at every level. As shown above, confidence building is a key part of the Multi-Strategy Method. Using this method, school becomes a place where the teacher actively builds the students' sense of identity and security, rather than breaking it down.

Section 3. HOW THE COMMUNITY FRAMEWORK CAN HELP TO SOLVE LITERACY PROBLEMS IN DEVELOPING COUNTRIES

Literacy in all languages and cultures is possible. In many developing countries a number of different languages are spoken. Some of these languages have no trained teachers to teach them. Some have no books written in them. Some have not been written at all. The **Community Framework** includes simple, locally-based methods for training teachers, writing textbooks, and developing ways to write languages which can easily be changed to suit the needs of each language community. All teachers are selected from the the local community and are familiar with local teaching and learning styles. Since these teachers play a major part in writing and printing the textbooks for their classes, they can produce books that use local language and culture patterns in a natural way, and that fit their own teaching and learning styles. Because the Multi-Strategy Method stresses syllables rather than letters, it can be used to teach reading and writing in languages that have syllable based writing systems instead of alphabets.

Any community can have a successful literacy program with very little help from outside of the community. Many literacy programs fail because they depend too much on outside help. The Community Framework gives all communities the means to start a literacy program and keep it going. Even those communities that are not close to main roads or towns can successfully carry out their own literacy programs because the Community Framework includes locally-managed money-making projects, local writing and printing of books, and local learn-by-doing training. No matter how conditions change outside of the community, a literacy program which uses the Community Framework can continue.

Any community can have a successful literacy program with very little money from outside of the community. A great many literacy programs which use money from outside of the community fall apart as soon as that money finishes. In the Community Framework, small, locally-managed money-making projects provide all funds needed to make a literacy program work. In this way, each community provides all of the money necessary for training and paying teachers, printing books, buying classroom materials, and supplying whatever else is needed for its particular program. The Community Framework, then, allows literacy programs to continue even under the hardest economic conditions, when budgets are cut and people can no longer rely on outside money.

Any community can have a successful literacy program with very little help from experienced workers from outside of the community. Most literacy programs rely on outside experienced workers for planning, supervising, training, and writing and producing books. In every community there are people who are able to play an important part in all areas of a literacy program including planning, supervising, training, and producing books. The Community Framework does not ignore these abilities, but instead, uses them as much as possible from the very beginning. Textbooks, for example, are written and produced for the most part by community members themselves. Even though the Local Language Literacy Program is based on very advanced and sometimes complicated ideas, all of the procedures in the Multi-Strategy Method and the Community Framework are very simple to follow and to learn. When a community starts a Local Language Literacy Program, it will need some help from outside experienced workers for a short time in a few areas of the program. But once community members learn to work with the Multi-Strategy

Method within the Community Framework they can quickly and easily replace outside experienced workers as planners, supervisors, and trainers. In the Community Framework outside experienced workers aim to train community members to take full responsibility in all areas as soon as possible.

People without formal teacher training can become good literacy teachers. In many literacy programs teachers need to have a lot of training because they are expected to use complicated methods based on foreign teaching and learning styles. In the Community Framework, teachers learn a simple **Teaching Pattern** that they use in their classes every day. This **Pattern** is easy for teachers to prepare and to follow because it always consists of the same Lessons and no daily preparation of teaching aids is necessary for a successful lesson. The same **Pattern** can also be taught more than once in the same day, if the teacher wishes to divide a large class into smaller, more manageable groups. Each **Lesson** is made up of a general set of activities that the teacher is free to vary or rearrange in order to suit different teaching and learning styles. In the Community Framework teachers quickly learn these simple **Patterns** and **Lessons** in short, practical learn-by-doing training courses. In fact, some of the best teachers in Local Language Literacy Programs have never had any secondary or university education. Local Language Literacy Programs, then, give people who have not been able to complete their education the opportunity to play an important and productive part in the development of their communities.

Chapter 2

THE MULTI-STRATEGY METHOD AND HOW TO USE IT

The Multi-Strategy Method is used in the Local Language Literacy Program which is designed to teach students to read and write their own language in one year. The Local Language Literacy Program teaching year has four ten-week terms.

In this chapter we explain the Multi-Strategy Method. In Section 1, we discuss the main ideas behind the Method. The Multi-Strategy Method has two Tracks: the **Story Track** and the **Workbook Track**. In Section 2 of this chapter, we explain the approach, materials, patterns, and lessons used to teach the **Story Track** during each of the four Terms of the Teaching Year. In Section 3, we explain the approach, materials, patterns, and lessons used to teach the **Workbook Track** in each Term.

This chapter is written to give Local Language Literacy Program Teacher Trainers all of the information that they will need to train Story Track teachers and Workbook Track teachers in the Training Course. The material is set out in Sections. Section 1 can be used for the Local Language Literacy Program General Introduction Lecture, Section 2 can be used for the Story Track Lecture and Practice Sessions, while Section 3 can be used for the Workbook Track Lecture and Practice sessions. The material in this chapter should be used together with the detailed Teachers' Guides for the two Tracks found at the end of this book.

Section 1. THE IDEAS BEHIND THE MULTI-STRATEGY METHOD

Much is known about how people learn to read and write, but there is still much that is unknown. The ways that people learn are called strategies. Experienced Workers have discovered many strategies for learning reading and writing, but they do not yet know much about which strategies are more important than others. It seems most reasonable then, that a method should not put too much stress on any one strategy but instead it should use as many strategies as possible. When we speak of a Multi-Strategy Literacy Method then, we mean a method that takes advantage of many ways of learning reading and writing. The Multi-Strategy Method gives learners the greatest possible number of different means to become good readers and writers.

People from one culture may prefer some learning strategies but people from another culture may prefer other learning strategies. Even within a culture some learners may prefer some strategies but other learners may prefer other strategies. Since the Multi-Strategy Method uses as many strategies as possible, it allows learners to use the strategies that fit them best.

People who read without understanding and fluency are not really reading at all. People who write without understanding and creativity are not really writing at all. Any method that sets out to teach reading and writing must give as much attention to understanding, fluency, and expression as it does to letters, syllables, and eye, ear, and hand skills. However, it seems that the teachers who are best at teaching letters, syllables, and eye, ear, and hand skills have one way of teaching, while the teachers who are best at teaching understanding, fluency, and expression have a very different way of teaching.

These ways of teaching are called approaches. In the Multi-Strategy Method, understanding, fluency, and expression are taught by one approach and using letters, syllables, and eye, ear, and hand skills are taught by a separate approach.

The Multi-Strategy Method has two tracks: the Story Track and the Workbook Track. The Story Track teacher uses one approach, while the Workbook Track teacher uses another approach:

The Story Track Teacher:	The Work Track Teacher:
1) is a model;	1) is a trainer;
2) teaches by doing;	2) teaches by introducing, drilling, asking, and by showing Sames and Differences (contrasts);
3) builds confidence;	3) corrects mistakes;
4) encourages creativity;	4) encourages mastery of skills;
5) stresses understanding;	5) stresses accuracy;
6) surrounds learners with meaningful printed materials;	6) prepares learners' eyes, ears, and hands for reading and writing;
7) introduces new material by chunks;	7) introduces Key Words and syllables step-by-step;
8) teaches how to read and write whole sentences and stories;	8) teaches how to break down and make up words and sentences;
9) teaches reading for meaning;	9) teaches word attack skills;
10) shows how to read and write with enjoyment;	10) shows how to read and write correctly;
11) helps learners to become fluent;	11) helps learners to become competent;
12) trains learners' minds to predict what is to come;	12) trains learners' minds to build on what has gone before;
13) develops learners' power to make sense of new material; and	13) develops learners' power to use learned material; and
14) aims to make students original and creative thinkers and problem solvers.	14) aims to make students methodical and accurate thinkers and problem solvers.

While the Multi-Strategy Method aims to use as many strategies and approaches as possible, it also aims to make producing books, teaching, and learning as simple and suited to local and individual needs as possible. In order to do this, all of the different strategies and approaches are built into the basic way that the Method is set up, rather than into detailed procedures used for carrying it out. In the Multi-Strategy Method there is no need for a highly structured and ordered set of materials. Therefore teachers are able to make their own books locally after a very short period of training. Teachers use simple daily Patterns in a consistent way, rather than follow a strictly ordered and detailed plan of lessons and activities, and they do not need to make confusing changes from one approach to another. Because teaching Patterns are simply structured, there is no need for long periods of teacher training. Because detail and strict ordering are not stressed, teachers can creatively change their Lessons to suit their own styles of teaching.

The Multi-Strategy Method gives students opportunities to learn in as many ways as possible, from the beginning to the end of the program. Students are not forced to follow a fixed and carefully ordered series of activities. In this way, learners are allowed to put together whatever best suits them in their own way and to come to reading and writing as soon as they are ready.

Section 2. THE STORY TRACK

Section 2A. STORY TRACK APPROACH

The main goal of the Story Track teacher is to encourage learners to become original and creative readers, writers, thinkers, and problem solvers. Creative and original reading and writing cannot be easily taught by telling students how to read and write. Instead, the Story Track teacher must serve as a model of a good reader and writer for students to follow and must teach all activities by doing them, rather than by talking about them. In addition to this, the Story Track teacher must surround the learners with as much reading material as possible. The classroom should become a **Story Classroom**, that is, a place where learners can see and read materials written in their own language placed on the walls, on the tables, on the bookshelves - everywhere.

The Story Track teacher never corrects students. Instead, the teacher praises students and continues to provide them with a positive model, and relies on students to correct themselves when they are ready. The Story Track teacher encourages students to read and write with confidence and a positive attitude. It is only when students have confidence and a positive attitude that reading and writing can be enjoyable and creative.

In the Story Track, students read and write stories from the very first day of classes. The Story Track teacher shows the students how to read and write whole stories with understanding and fluency. The Story Track teacher does not pay attention to how accurately the learner is reading or writing.

The Story Track teacher teaches reading by giving students as many opportunities as possible to hear and to read meaningful stories and sentences. The teacher praises students for reading whole sentences with understanding, expression, and fluency and does not pay attention to letters, syllables, or words.

The Story Track teacher teaches writing by allowing students to write their own stories. The teacher praises students for being creative and for giving meaning to whatever they have written without paying attention to spelling or accuracy.

In the Story Track there is a different **Cultural Theme** for each week. **Cultural Themes** are people (such as old man or old woman), animals, or cultural objects (such as house or types of food) that are part of the learners' day-to-day lives and which are appealing to them. On Monday and Wednesday of each week the teacher must show all of the students an example of the Cultural Theme or create an activity about the Cultural Theme either in the classroom or nearby in the community. This is called an **Experience**. All books and stories created and read by the Story Track teacher and the students for the rest of the week must be about the Cultural Theme for that week.

Section 2B. STORY TRACK MATERIALS

In the Story Track classroom the teacher will need:

1) a big chalkboard;
2) a rag or eraser;
3) chalk;
4) a big black crayon or felt pen;
5) large sheets of paper (can already be used on one side - for example, computer paper);
6) a small excercise book, to use as a Roll Book; and
7) a pen (biro) or pencil.

In the Story Track classroom each student will need:

1) a small chalkboard;
2) chalk;
3) crayons; and
4) paper (can already be used on one side).

In order to produce **Story Books** and **Listening Books**, the Story Track teacher will need:

1) a silkscreen printer with applicator;
2) mimeograph stencils;
3) stencil correction fluid;
4) mimeograph paper;
5) mimeograph ink;
6) tape to hold stencils to the silkscreen; and
7) stapler and staples or needles and thread.

Story Books for Terms 1 and 2 should have four pictures with one or two short sentences beside each picture and questions printed at the end of the story. For Term 3, Story Books should be longer, with two to three pictures, ten to twelve sentences and three questions each. In Term 4, Story Books should have two to three pictures, fifteen to twenty sentences, and three questions each.

The following number of **Story Books** should be produced for each term:

Term 1: at least seven books
Term 2: at least seven books
Term 3: at least four books
Term 4: at least four books

The Story Track teacher also needs to prepare **Listening Books** that are made up of **Listening Stories**. Listening Stories are stories about the Cultural Themes. Listening Stories can be of any length, and there is no need to draw pictures or write questions with them in the Listening Book. Teachers should try to fit two Listening Stories on each page of each Listening Book. Story Track teachers will need at least two Listening Stories for each week of classes.

The following number of Listening Stories should be prepared for each Term:

Term 1: at least 16 stories
Term 2: at least 16 stories
Term 3: at least 16 stories
Term 4: at least 16 stories

As many Listening Stories as possible should be written and printed in the Training Course. If it is possible to write all of the Listening Stories needed for the whole year in the Training Course, at least 32 Listening Stories for Terms 1 and 2 should be produced. The 32 Listening Stories for Terms 3 and 4 may then be written by the Story Track teachers themselves as they are needed, and printed at the Training Course in the following year. In this way, all 64 Listening Stories for Terms 1 to 4 in a given language can be printed in the Training Course or by Open Class students during the first two years of a Local Language Literacy Program. Every year Open Class students and Story Track teachers should write and print more and more Listening Books, so that Story Track teachers will be able to read a different Listening Story to their classes every day, except Friday.

By the beginning of each week, the Story Track teacher must prepare a **Big Book** about the Cultural Theme for that week. In a Big Book there is one story with from four to six sentences in it. Each sentence is written on a separate page underneath a simple line drawing about the sentence. Each drawing and each sentence should be large enough for all of the students to see clearly. To write a Big Book the Story Track teacher will need a felt pen or large black crayon and four to six sheets of large paper, at least twice the size of a mimeograph stencil (computer paper already used on one side or wrapping paper may be used). If the Story Track teacher cannot find large paper, he or she may write each page of the Big Book on a small chalkboard.

Each week the Story Track teacher will need:

1) the **Story Track Teachers' Guide** (found at the end of this book);
2) one **Big Book** for Wednesday;
3) at least two **Listening Stories** for Monday and Wednesday; and
4) enough copies of the **Story Book** on the Cultural Theme for the week for each student and the teacher.

Plan 1: Weekly Story Track Plan for Terms 1, 2, 3, and 4

Lessons about **Cultural Theme**	Pattern for Monday	Pattern for Tuesday	Pattern for Wednesday	Pattern for Thursday	Pattern for Friday
1.1 Students' **Big Story** (15 minutes)	Experience and Students' new Big Story	Repeat Students' Big Story	Experience and Students' new Big Story	Repeat Students' Big Story	Revision of Students' Big Stories
1.2 **Listening Story** (5 minutes) and **Reading Alone** (10 minutes)	New Listening Story Reading Alone any story	Repeat Listening Story Reading Alone Story Book	New Listening Story Reading Alone any story	Repeat Listening Story Reading Alone Story Book	Reading Alone and Testing
1.3 **Story Book** and **Big Book** (15 minutes)	New Story Book	Repeat Story Book	New Big Book	Repeat Big Book	Revision of Story Book and Big Book
1.4 **Writing** (15 minutes)	Writing stories on chalkboard or ground	Writing stories on paper	Writing stories on chalkboard or ground	Writing stories on paper	Writing stories on paper, chalkboard or ground

Section 2C. STORY TRACK PATTERNS

As shown in the weekly Story Track Plan for Terms 1, 2, 3, and 4 (see Plan 1) there is one basic **Pattern** that the Story Track teacher follows every day. This Pattern consists of four 15 minute **Lessons**:

Lesson 1.1	Students' Big Story
Lesson 1.2	Listening Story and Reading Alone
Lesson 1.3	Story Book and Big Book
Lesson 1.4	Writing Stories

This basic Pattern changes slightly from day to day. There are three daily **Story Track Patterns** (as shown in the Story Track Teachers' Guide below):

1) the Monday - Wednesday Pattern;
2) the Tuesday - Thursday Pattern; and
3) the Friday Pattern.

The Patterns for Monday and Wednesday are basically the same. New Experiences and Stories are introduced every Monday and every Wednesday. The only difference is that on Monday a new Story Book is introduced, while on Wednesday a new Big Book is introduced. The Patterns for Tuesday and Thursday are the same as well. No new Stories or Experiences are introduced on Tuesday or Thursday. Instead, what the Story Track teacher does on Monday is repeated on Tuesday and what the teacher does on Wednesday is repeated on Thursday. Materials introduced in Monday's Lessons are used in Tuesday's Lessons, while the materials introduced in Wednesday's Lessons are used in Thursday's Lessons. On Friday there is revision. The Story Track teacher uses all the materials introduced during the week to see if the children have learned all of the Lessons. During the Listening Story and Reading Alone Lesson, the teacher does not read a Listening Story but tests the students individually as the rest of the class is reading alone for the entire 15 minutes of Friday's Lesson.

Section 2D. STORY TRACK LESSONS

Note: Use this section for the **Teach and Do** sessions for Story Track Lessons at the Training Course (Sessions 3.2, 3.3, and 3.4). Do not use the parts of this section that are written in italics during the Training Course, unless there is extra time to do so.

To teach a Story Track Lesson, a Story Track teacher should:

1) always be a good model and use good students as models;
2) always be positive, never correct students, give students plenty of praise and time to answer a question or to correct themselves, and avoid causing feelings of fear, shame, or failure;
3) always create a Story Classroom by surrounding the students with as much reading material in their own language as possible;
4) always read along with students when they read in a group, read naturally pointing to each word while reading together with students at any time, and read material with students when they are not able to read it alone;
5) always write stories in blocks, avoid writing one sentence to a line, and always write full words, never breaking them for any reason;
6) always prepare Lessons before class begins, make sure that all materials needed are ready for each Lesson, have students give out and collect materials when possible, and make sure that students use all materials with care and do not write in any books;

7) always stand up and face the students when in front of the class, make sure that all the students can clearly see whatever is being taught at the time, and walk around the classroom to help the students while they are working on their own;

8) always keep activities as short and as interesting as possible, and, when working with children, have them sing songs and do physical exercises between Lessons and have children fold their arms while any materials are being given out or collected; and

9) always give instructions clearly but avoid talking when it is not necessary.

PLAN 1: WEEKLY STORY TRACK PLAN FOR TERMS 1, 2, 3, AND 4

LESSON 1.1: STUDENTS' BIG STORY

The main aim of the students' Big Story Lesson is to show the students that writing has meaning.

At the beginning of class on Monday and Wednesday the Story Track teacher gives the whole class an **Experience**. An Experience is a short activity where the teacher shows the class an interesting example of the **Cultural Theme** for the week or creates a dramatic activity about it. For example, if the Cultural Theme for the week is Bird, the teacher can take the class to see and talk about a bird or a bird's nest near the classroom, the teacher can arrange for someone to bring a bird, a bird's nest, an interesting picture of a bird into the classroom, or the teacher can act out a story about a bird in front of the class. Every student in the class should be present for the Experience, since all of the students will help to write the students' Big Story about the Experience. All preparation for the Experience should be made before class begins.

As soon as the Experience is over, the teacher asks the students to tell him or her a story about what happened during the Experience. As the students tell the story, the teacher writes it in three to five short sentences on big paper or on the chalkboard in a place where all the students can see it clearly. The teacher should encourage as many students as possible to take part in telling the story.

When the teacher finishes writing the students' Big Story, he or she reads the story to the students, then with the students, and then has individual students try to read the story. Finally, the teacher reads the story again with the students and then leaves it in a place where students can easily read it at any time. (If the story has been written on the chalkboard, the teacher should leave the story on the board until the next day.)

On Tuesday and Thursday the teacher begins class by reading the students' Big Story from the day before to the students and then with the whole class. The teacher then asks individual students to read the story. When several students have read, the teacher reads the story again along with the whole class.

Next, the teacher plays the **Hide a Word Game** with the students. The teacher covers one of the words in one of the sentences of the students' Big Story. Then, the whole class reads that sentence, including the covered word. Next, the teacher uncovers the word and the class reads the word together. Finally, the whole sentence that had the covered word in it is read by the class and the teacher together. Now, the teacher repeats the game with other sentences having individual students read instead of the whole class. (If the story has been written on the chalkboard, the teacher should write it on a big piece of paper and leave it in a place where students can easily read it at any time.)

On Friday, the teacher repeats the activities of Tuesday and Thursday with both of the students' Big Stories on the Cultural Theme for that week.

(On Wednesday, a song about the Cultural Theme for the week can be used instead of an Experience and a students' Big Story. The song should have three to five short lines and can be made up by the teacher before class or it can be made up by the students in the same way as the students' Big Story. The song should be taught to the students on Wednesday, Thursday, and Friday in exactly the way that the students' Big Story is taught on those days.

For revision on Friday, if the teacher wishes, he or she can play the ***Sentence Card Game****. To play the game, the teacher writes all of the individual sentences from the story on pieces of paper or on stiff paper cards to make* ***Sentence Cards****. The class is then divided into groups and each group is given one Sentence Card from the story. The teacher reads the whole story. Then the teacher reads the first sentence and asks which group has the Sentence Card with the first sentence on it. The group that has the card with the first sentence on it brings the card to the front of the room and matches it with the first sentence in the story. Then one student from the group reads the sentence pointing to each word while he or she reads it. Next, the whole class reads the sentence along with the teacher, and the students go back to their places. The teacher then repeats the game for each sentence in the story. The class can also play the* ***Word Card Game*** *in the same way, using* ***Word Cards****. To make Words Cards, the teacher writes all of the individual words from one sentence of the story on pieces of paper or stiff paper cards. Groups of students then match the words on their cards to words in the sentence of the story.)*

To prepare for the Students' Big Story Lesson the teacher will need:

Monday and Wednesday
- to think of an Experience on the Cultural Theme and get things ready for it;
- big paper and felt pen or big black crayon,

or

- big chalkboard and chalk;

Tuesday and Thursday:
- the students' Big Story written the day before; and

Friday:
- the students' Big Stories written on Monday and Wednesday.

LESSON 1.2: LISTENING STORY, READING ALONE, AND STORY BOOK TESTING

The main aim of the Listening Story and Reading Alone Lesson is to show students that writing has meaning and to allow students to enjoy reading and hearing stories.

In this Lesson, there are three main activities:

1) Listening Story (5 minutes);
2) Reading Alone (10 minutes); and
3) Reading Alone and Story Book Testing (Friday only, 15 minutes.)

Listening Story. On Monday and Wednesday the teacher selects a Listening Story on the Cultural Theme for the week from the Listening Book or makes one up by him or herself. If the teacher makes up the Listening Story, he or she must write it down before it is read to the students, so that the students learn that writing has meaning.

The teacher reads the Listening Story to the students and then asks them questions about it. The teacher should ask both types of questions: **What Happened Questions** and **What Do You Think Questions** (see the Story Book Writing Guide at the end of this book).

On Tuesday and Thursday the teacher repeats the Listening Story activities from the day before. *(If he or she wishes, the* ***What Happens Next Game*** *can be played with the Listening Story. To play the game, the teacher begins the story and stops at some point in the middle of the story, and then asks the students how the story will end. After several students have answered, the teacher reads the story to the end and praises the student who remembered what the end of the story was. Then the teacher asks the students to make up a new ending for the story.)*

On Friday there is no Listening Story activity.

Reading Alone. In the Reading Alone activity, two things are happening at the same time:

1) the students are reading alone quietly; and
2) individual students are reading with the teacher, following the teacher's finger and the teacher's voice, or on Friday, the teacher is testing students.

Every day Story Books are given out to the students. On Tuesday and Thursday students are given the Story Book on the Cultural Theme for the week. On Monday, Wednesday, and Friday, students may choose any Story Book to read. Each student should have his or her own Story Book to read and should choose a place to read by him or herself during the Reading Alone activity. Students should not be allowed to read together at this time.

While the students are reading alone, the teacher sits apart and asks individual students to come and read one or two sentences from their Story Book. At this time the student stands or sits beside the teacher and reads with the teacher from the same book, following the teacher's voice and the teacher's finger. As soon as a student is able to read on his or her own, the teacher must allow the student to lead, with the teacher following the student's voice and the student's finger.

Story Book Testing. On Friday the teacher sits apart and asks individual students to come and read one sentence each from the Story Book on the Cultural Theme for the week, in order to test them. The teacher should not tell the students that they are being tested. The teacher should use a different sentence from the Story Book for each student. The teacher should have the Roll Book open to the page for the Week ready to write in students' marks in the Story Book Testing column. The best readers will have a mark of 5, while the poorest readers will have a mark of 1. On this day the teacher does not use his or her finger or voice to read with the students, unless a student is unable to read the sentence by him or herself. No matter how poorly a student reads, the teacher should always make the student feel as if he or she is doing well.

While testing, the teacher should make sure that each student reads as naturally as possible, with the student pointing to the words as he or she reads them. The student should also know where to begin to read and where to finish. The students' finger and eyes should always be moving from left to right (or from right to left for languages which are written from right to left). A student who cannot do these things should have marks taken off. Marks should also be taken off for repeating or adding words. If a student corrects him or herself, marks should not be taken off. If a student replaces one word with another one that has the same or a similar meaning, marks should not be taken off. After Terms 1 and 2, if the teacher must help a student, that student should be given a low mark.

If the whole class cannot be tested in 15 minutes, one half of the class can be tested each week. During Term 1 the teacher does not need to test the students each week, and can repeat any Listening and Reading Alone Lesson from that week.

Finally, the Story Books should be collected and at least one copy of each should be left in a place where students can read them at any time.

To prepare for the Listening Story and Reading Alone Lesson the teacher will need:

1) Monday and Wednesday:
   - to choose a Listening Story on the Cultural Theme from the Listening Book or to write a Listening Story on the Cultural Theme;

   Tuesday and Thursday:
   - the Listening Story from the day before;

2) Monday, Wednesday, and Friday:
   - enough Story Books for each student to read alone;

   Tuesday and Thursday:
   - enough copies of the Story Book on the Cultural Theme for the week for each student to read alone; and

3) Friday only:
   - one copy of the Story Book on the Cultural Theme for the week for Testing; and
   - the Roll Book to record students' marks.

LESSON 1.3: STORY BOOK AND BIG BOOK

The main aim of the Story Book and Big Book Lesson is to show students how to read naturally, with understanding and enjoyment.

The Story Book and Big Book Lesson is taught in the same way on Monday, Tuesday, Wednesday, and Thursday, except that on Monday and Tuesday the Story Book on the Cultural Theme for the week is used, while on Wednesday and Thursday the Big Book on the Cultural Theme for the week is used.

The Story Book is always prepared for the teacher, but the teacher must write a Big Book each week. If the Big Book cannot be prepared before class, it may be written along with the students in class. In a Big Book there is one interesting story on the Cultural Theme with from four to six sentences in it. Each sentence is written on a separate page underneath a simple line drawing about the sentence. Each drawing and each sentence should be large enough for all of the students to see clearly. *(If the teacher does not have any big paper, the Big Book can be written on small chalkboards.)*

To begin the Lesson, the teacher plays the **Picture Story Game** with the students. To play the game, the teacher shows the students the first picture in the book and asks the students to guess what the sentence above or below the picture is saying. When several students have answered, the teacher reads the sentence in a natural way, pointing to each word while reading. The teacher praises the student who guessed what the sentence was saying. The class then plays the **Picture Story Game** for each of the other pictures in the book.

Next, the teacher reads the whole story to the students and then reads it with the students. The teacher asks individual students to read individual sentences from the story, if there is enough time. To end the class, the teacher reads the story again with the whole class.

*(On Tuesday and Thursday, the teacher may not need to play the **Picture Story Game**, especially in Terms 3 and 4. At this time the teacher can play the **Sentence Card Game** or the **Word Card Game** instead, in the same way as described in the Students' Big Story Lesson. Otherwise, the teacher should give students more practise reading individual sentences from the story.)*

On Friday the teacher revises both the Story Book introduced on Monday and the Big Book introduced on Wednesday. The books are taught in the same way as on the other days of the week, except that there is no need to play the Picture Story Game. *(If the teacher wishes, the students can act out one of the stories in the Story Book or the Big Book as a drama.)*

Finally, the teacher should make sure that all Big Books and at least one copy of each Story Book are put in a place where students can easily read them at any time. (If the Big Book has been written on chalkboards, it should be written on paper after class and left in a place for all to read.)

To prepare for the Story Book and Big Book Lesson the teacher will need:

Monday and Tuesday:

- one copy of the Story Book on the Cultural Theme for the week;

Wednesday and Thursday:

- the Big Book on the Cultural Theme for the week; and

Friday:

- both the Story Book and the Big Book for the week.

LESSON 1.4: WRITING STORIES

The main aim of the Writing Stories Lesson is to encourage students to think of stories and put them on paper by trying to draw and write them.

During the Writing Stories Lesson the students should not be allowed to copy the teacher's stories word-for-word. The teacher should never correct the students' drawing or writing in any way. Even when the students' stories look like scribbles and nonsense to the teacher, the student should be praised for making up a story.

To begin the Lesson on Monday and Wednesday, the students are each given a small chalkboard and chalk or a stick to write with on the ground. Then the teacher talks with the students about the Experience from the Students' Big Story Lesson that day.

Next, the teacher tells the students to each draw a picture and write a story about what they saw or heard during the Experience. The teacher then walks around the classroom to encourage the students to get started. The teacher should not help or correct the students in any way.

When each student is finished, the teacher should have the student read his or her story and make sure that the student follows along on the page with his or her finger as the story is read. The teacher should praise each student for whatever he or she wrote, even if it is only scribbles.

Finally, the chalkboards and chalk should be collected from the students.

To begin the Lesson on Tuesday and Thursday, one sheet of paper and one crayon should be given out to each student. Then the teacher talks with the students about the Cultural Theme for the week.

Next, the teacher tells the students to each draw a picture and write a story about the Cultural Theme. As on Monday and Wednesday, as each student finishes writing, he or she reads the story to the teacher and the teacher praises him or her. In addition, the teacher writes the student's name and the date on the paper. Students should be allowed to write their own names on their papers as soon as they can.

Finally, the crayons and the stories should be collected from the students. The teacher should hang some of the stories on the walls of the classroom and leave the others in a place where the students can easily read them at any time.

The Writing Stories Lesson for Friday is the same as the Lesson for Tuesday and Thursday, except that students may write on chalkboards or the ground if there is not enough paper for them to write on.

To prepare for the Writing Stories Lesson the teacher will need:

Monday and Wednesday:

- a small chalkboard and chalk for each student,

  or
- a large, flat space on the ground where students can write with sticks;

Tuesday and Thursday:

- one sheet of paper and one crayon for each student; and

Friday:

- one sheet of paper and one crayon for each student,

  or
- a small chalkboard and chalk for each student,

  or
- a large flat space on the ground where students can write with sticks.

Section 3. THE WORKBOOK TRACK

Section 3A. WORKBOOK TRACK APPROACH

The main goal of the Workbook Track teacher is to train learners to become accurate and methodical readers, writers, thinkers, and problem solvers.

For students to become accurate and methodical readers and writers, they must learn three things:

1) Key Words and syllables;
2) Eye, Ear, and Hand Skills; and
3) Breaking and Making words and sentences.

The Workbook Track teacher must make sure that students know **Key Words**, that is, a set of words that contain the syllables that the students will need to use in reading and writing their language. In the Workbook Track, students learn Key Words by heart and should never forget them. For this reason Key Words should, if possible, name interesting and exciting objects or people in the students' culture that students and teachers can easily draw in simple pictures.

The Workbook Track teacher must also train the students' eyes, ears, and hands for reading and writing. In the Workbook Track, students learn to look at pictures, letters, syllables, and words and find out whether they are the same or whether they are different. In the same way, Workbook Track students learn to hear sounds, letters, syllables, and words and find out if they are the same or different. The Workbook Track teacher shows students how to use their hands to write letters and words correctly. Once the Workbook Track teacher has shown students how to use their eyes, ears, and hands for reading and writing, he or she drills the students every day, until they have learned each skill completely, and they can do all Eye, Ear, and Hand Training activities quickly and correctly.

Finally, the Workbook Track teacher must teach **Breaking and Making** words and sentences. In the Workbook Track, students learn to break down sentences into words and to break down words into syllables. At the same time, students learn to use syllables to make up new words and use words to make up new sentences. In the Workbook Track, Key Words are used to read and write new words. This is done by breaking down the Key Words into syllables and then using these syllables in making up the new words.

Workbook Track students learn how to use what they can already read and write to read and write something new by using **Breaking and Making** and **Sames and Differences** (contrast). The Workbook Track teacher teaches **Breaking and Making** by asking students questions that lead them to use their minds to go step-by-step from what they already know (Sames) to what they do not yet know (Differences). **Breaking and Making** gives students Word Attack Skills, that is, the skills needed to use old words to read and write new words.

The Workbook Track teacher must be a trainer. He or she must pay special attention to how each student goes about reading and writing and whether he or she reads and writes correctly and accurately. The Workbook Track teacher does not pay special attention to meaning, understanding, fluency, or creativity. The Workbook Track teacher welcomes these whenever they occur but does not make them the main aim of his or her teaching. Instead, the Workbook Track teacher tries to give students the practical tools and instructions they need to read and write correctly.

The Workbook Track teacher asks the students questions and gives them activities to make sure that they have learned what they have been told or what they have practised in drills. If the students cannot answer these questions or do these activities, the Workbook Track teacher must do everything necessary to get the students to correct themselves as quickly as possible. To do this, the Workbook Track teacher asks students questions that get students to use what they have already learned in order to correct themselves. The teacher must give students plenty of time and must try not to tell students the answers to any questions and must try not to do any activities for them.

The Workbook Track teacher teaches one thing at a time. In the Workbook Track, the teacher must not try to teach many new things in the same activity. The teacher should make sure that the students have learned one new thing first before going on to learn another new thing. For example, students should not go on to learn a new syllable until they have learned the syllable that was taught before it. This allows the Workbook Track teacher to use Sames and Differences to teach the students. The Workbook Track teacher gives students a solid base of things they have learned (Sames) which they can confidently use to learn new things (Differences).

Section 3B. WORKBOOK TRACK MATERIALS

In the Workbook Track classroom the teacher will need:

1) a big chalkboard;
2) a rag or eraser;
3) chalk;
4) a big black crayon or felt pen;
5) a small excercise book to use as a Roll Book; and
6) a pen (biro) or pencil.

In the Workbook Track classroom each student will need:

1) a small chalkboard; and
2) chalk.

In order to produce Workbooks, the Workbook Track teacher will need:

1) a silkscreen printer with applicator;
2) mimeograph stencils;
3) stencil correction fluid;
4) mimeograph paper;
5) mimeograph ink;
6) tape to hold stencils to the silkscreen; and
7) stapler and staples or needles and thread.

In the Workbook Track there are four Workbooks, one for each Term:

Workbook 1 for Term 1
Workbook 2 for Term 2
Workbook 3 for Term 3
Workbook 4 for Term 4

These Workbooks are designed with simple, basic Lessons. If an Experienced Worker is available to supervise the program over a long time the workbooks can be designed and printed with more details to suit the program.

Workbook 1 is taught in one way, while Workbooks 2, 3, and 4 are taught in another way. Terms are ten weeks long. The first week of the Term is a **Getting Started Week** and the last week of the Term is a **Revision Week**.

Workbook 1 is an Activity Book. It has five types of activities in it:

1) Find the Same Picture;
2) Find the Same Letter;
3) Find the Same Syllable;
4) Find the Same Word; and
5) Make a Picture Story.

Each of the **Find the Same** activities has three rows of pictures, letters, syllables, or words in it. Each page of **Find the Same** activities has three separate activities on it (that is, three sets of three rows). Each **Make a Picture Story** activity has one picture. Each page of **Make a Picture Story** activities has eight separate activities on it (that is, eight single pictures).

Workbook 1 has 18 pages, with the following number of activities on them:

1) Find the Same Picture - Getting Started Week and 3 weeks, 18 activities, 6 pages;
2) Find the Same Letter - 2 weeks, 9 activities, 3 pages;
3) Find the Same Syllable - 2 weeks, 9 activities, 3 pages;
4) Find the Same Word - 1 week, 6 activities, 2 pages; and
5) Make a Picture Story - 7 weeks, 32 activities, 4 pages.

Workbooks 2, 3, and 4 are Primers. These Workbooks have eight Sections each. The Workbook Track teacher teaches one Section in each week of a Term, except for the first week - Getting Started Week and the last week - Revision Week:

1) Getting Started Week - begin Section 1;
2) Week 1 - finish and revise Section 1;
3) Week 2 - Section 2;
4) Week 3 - Section 3;
5) Week 4 - Section 4;
6) Week 5 - Section 5;
7) Week 6 - Section 6;
8) Week 7 - Section 7;
9) Week 8 - Section 8;
10) Revision Week - revise Sections 1-8.

Each Section of Workbooks 2, 3, and 4 follows the same plan and is taught using the same type of activities. Each Section has two pages. The first page of each Section has two Key Words on it, with a picture of the object or person named by the Key Word above each. Under each Key Word, the syllables in the Key Word are separated and put into **Little Boxes**. Next, each Key Word is broken down and made up into a word again. On the second page of each Section, syllables that have already been used in Key Words are put into a **Big Box**. Under the Big Box, a **Sentence Making Word** is listed. Below the Sentence Making Word, sentences using the Key Words of the Section and the Sentence Making Word are first broken down and then made up again into sentences. Finally, **New Sentences** using syllables that the students already know are found at the bottom of the page.

Workbook Track teachers write and print all four Workbooks during the Training Course in the first year of a Local Language Literacy Program. Each day the Workbook Track teacher will need:

1) the Workbook Track Teachers' Guide (found at the end of this book); and
2) enough Workbooks for the Term for each student and the teacher.

Plan 2: Workbook Track Plan for Term 1 - Getting Started Week and Week 1

Lesson	Pattern for Monday	Pattern for Tuesday	Pattern for Wednesday	Pattern for Thursday	Pattern for Friday
2.1 **Holding Books** and **Learning Names** (15 minutes)	Hold a Book and Look at your Name	Write your Name	Hold a Book and Look at your Name	Write your Name	Write your Name
2.2 **Hearing Sounds** (15 minutes)	Listen for Sounds	Make Sounds	Listen for Sounds	Make Sounds	Make Sounds
2.3 **Finding Sames** (15 minutes)	Find the Same Picture	Find the Same Picture	Find the Same Picture	Find the Same Picture	Find the Same Picture
2.4 **Writing** (15 minutes)	Write Lines	Write Lines	Write Lines	Write Lines	Write Lines

Plan 3: Workbook Track Plan for Term 1 - Weeks 2-8 and Revision Week

Lesson	Pattern for Monday, Tuesday, Wednesday, Thursday, and Friday
3.1 **Making Picture Stories** (15 minutes)	Make a Picture Story
3.2 **Hearing Sounds** (15 minutes)	Hear Words and Hear Syllables
3.3 **Finding Sames** (15 minutes)	Weeks 2-3: Find the Same Picture Weeks 4-5: Find the Same Letter Weeks 6-7: Find the Same Syllable Week 8: Find the Same Word
3.4 **Writing** (15 minutes)	Write Letters

Plan 4: Weekly Workbook Track Plan for Terms 2, 3, and 4

Lesson	Pattern for Monday	Pattern for Tuesday	Pattern for Wednesday	Pattern for Thursday	Pattern for Friday
4.1 **Key Words** and **Breaking and Making** (15 minutes)	Key Word	Sentence	Key Word	Sentence	Revision of Key Words and Sentences
4.2 **Big Box** (15 minutes)	Big Box	Big Box	Big Box	Big Box	Revision of Big Box
4.3. **Syllable and Word Games** (15 minutes)	Syllable and Word Games	Syllable and Word Games	Syllable and Word Games	Syllable and Word Games	Read Workbooks and Test
4.4 **Writing** (15 minutes)	Dictation-Syllables and Words	Dictation-Syllables and Words	Dictation-Syllables and Words	Dictation-Syllables and Words	Revision Dictation-Sentences

Section 3C. WORKBOOK TRACK PATTERNS

As shown in Plans 2, 3, and 4 above, there are two different Plans used by the Workbook Track teacher in Term 1, and only one Plan used in Terms 2, 3, and 4. Each Plan is made up of daily **Patterns**. Each Pattern is made up of four 15 minute Lessons.

There is one special Plan for the first two weeks of Workbook Track Classes in Term 1 (see Plan 2 above). There are four basic Lessons taught each day:

Lesson 2.1 Holding Books and Learning Names (15 minutes);
Lesson 2.2 Hearing Sounds (15 minutes);
Lesson 2.3 Finding Sames (15 minutes); and
Lesson 2.4 Writing (15 minutes).

These Lessons are taught in two basic Patterns:

1) the Monday - Wednesday Pattern; and
2) the Tuesday - Thursday - Friday Pattern.

The two Patterns are almost the same, except on Monday and Wednesday the students practise holding books and learn to recognize their names and listen for sounds, while on Tuesday, Thursday, and Friday students practise writing their names and make different sounds.

For the rest of Term 1, the Workbook Track teacher follows another Plan (see Plan 3 above). In this Plan the Workbook Track teacher teaches the following Lessons each day:

Lesson 3.1 Making Picture Stories (15 minutes);
Lesson 3.2 Hearing Sounds (15 minutes);
Lesson 3.3 Finding Sames (15 minutes); and
Lesson 3.4 Writing (15 minutes).

The Patterns for each day are exactly the same. The Finding Sames Lessons change slightly every two weeks. In Terms 2, 3, and 4 there is only one weekly Workbook Track Plan (see Plan 4 above). In these Terms, the four basic Lessons are:

Lesson 4.1 Key Words and Breaking and Making (15 minutes);
Lesson 4.2 Big Box (15 minutes);
Lesson 4.3 Syllable and Word Games (15 minutes); and
Lesson 4.4 Writing (15 minutes);

These Lessons are taught in two different Patterns, one for Monday, Tuesday, Wednesday, and Thursday, and another for Friday. On Tuesday and Thursday the Key Words and Breaking and Making Lesson is taught in a slightly different way than on Monday and Wednesday. On Monday and Wednesday Key Words are taught in this Lesson, while on Tuesday and Thursday the sentences for the week are taught. On Friday there is revision of all of the Lessons for the week and instead of playing games, individual students are tested by the teacher while the rest of the students read their Workbooks. In Friday's Writing Lesson the students write sentences instead of syllables and words.

Section 3D. WORKBOOK TRACK LESSONS

Note: Use this Section for the Teach and Do Sessions for Workbook Track Lessons at the Training Course (Sessions 6.1, 6.2, 8.1, and 8.2). Do not use the parts of this Section that are written in italics during the Training Course, unless there is extra time to do so.

To teach a Workbook Track Lesson, a Workbook Track teacher should:

1) always be a good trainer; pay attention to the progress of each student; and drill students, ask them questions, and show them Sames and Differences until they have learned each activity;
2) always try to ask individual students questions as much as possible and avoid always drilling the whole class over and over again on the same material;
3) always give students praise when they are able to answer a question or do an activity correctly, and, when they are unable to answer a question or do an activity correctly, never tell them the answer straight away but make sure to give them time and always do whatever is necessary to get them to correct themselves;
4) always get other students to correct a student who cannot correct him or herself and avoid causing feelings of fear, shame, or failure;
5) always teach one new thing at a time and make sure that students have learned one activity well before going on to the next activity;
6) always prepare Lessons before class begins, make sure that all materials needed are ready for each Lesson, have students give out and collect materials when possible, and make sure that students use all materials with care and do not write in any books;
7) always stand up and face the students when in front of the class, make sure that all the students can clearly see whatever is being taught at the time, and walk around the classroom to help the students while they are working on their own;
8) always keep activities as short and as interesting as possible and, when working with children, have them sing songs and do physical excercises between Lessons and have children fold their arms while any materials are being given out or collected;
9) always write clearly with all lines going from left to right (or from right to left for languages which are written from right to left) and from the top of the chalkboard to the bottom and use his or her hand to guide the hands of students who are having problems with writing; and
10) always give instructions clearly but avoid talking when it is not necessary.

PLAN 2: WORKBOOK TRACK PLAN FOR TERM 1-GETTING STARTED WEEK AND WEEK 1

LESSON 2.1: HOLDING BOOKS AND LEARNING NAMES

The main aims of this Lesson are:

1) **to show students how to hold a book correctly, turn the pages, find where to start reading, and which direction to read; and**
2) **to get students to recognize their own names and write them.**

In this Lesson there are three main activities:

1) Hold a Book (Monday and Wednesday, 5 minutes);
2) Look at your Name (Monday and Wednesday, 10 minutes); and
3) Write your Name (Tuesday, Thursday, and Friday, 15 minutes).

Hold a Book. At the beginning of class on Monday and Wednesday of the first two weeks of Term 1 the Workbook Track teacher gives out copies of Workbook 1. The teacher tells the students that they should always handle books carefully and not write in them. The teacher then shows the students how to hold the book correctly, how to turn the pages, and find the front cover, back cover, first page, back page, top, bottom, where to start reading, and where to finish reading.

Look at your Name. When the Hold a Book activity is finished, the Workbook Track teacher then collects the Workbooks from the students and gives out a **Name Card** to each student with his or her name on it. To make **Name Cards** the teacher writes the name of each student on a separate piece of paper or on a stiff paper card. It is best to have these cards prepared before class, but if the teacher cannot do this, he or she can write them during the Lesson.

The teacher asks the students to read their Name Cards and try to remember how their names are written, and then collects the Name Cards.

Write your Name. On Tuesday, Thursday, and Friday of the first two weeks of Term 1, the Workbook Track teacher starts the class by giving each student his or her Name Card. The teacher then asks the students to read their Name Cards. Next, the teacher gives out a small chalkboard and chalk to each student and has the students write their names by copying from their Name Cards. Any student who is able may hide his or her Name Card and write from memory. The teacher then checks to see that all of the students have written their names correctly and collects the Name Cards. If there is time, the teacher holds up the Name Cards one at a time and has each student match what he or she has written on the chalkboard with his or her Name Card. Finally, the teacher collects the chalkboards and chalk from the students.

To prepare for the Holding Books and Learning Names Lesson, the Workbook Track teacher will need:

Monday and Wednesday:

- a copy of Workbook 1 for each student and the teacher; and
- one Name Card for each student.

Tuesday, Thursday, and Friday:

- Name Cards; and
- a small chalkboard and chalk for each student.

LESSON 2.2: HEARING SOUNDS

The main aims of the Hearing Sounds Lesson in the first two weeks of Term 1 are:

1) **to train students ears to hear individual sounds around them, to tell whether sounds are the same or different, and to tell who or what normally makes the sounds; and**
2) **to train students to hear regular rhythms or beats and clap the same beats with their hands.**

During the first two weeks of Term 1, there are two different ways to teach the Hearing Sounds Lessons:

1) Listen for Sounds (Monday and Wednesday, 15 minutes); and
2) Make Sounds (Tuesday, Thursday, and Friday, 15 minutes).

Listen for Sounds. On Monday and Wednesday of the first two weeks of Term 1, the teacher talks with the students about sounds that people usually stop to listen for. Next, the students close their eyes and listen for sounds inside and outside of the classroom. The students name each sound that they hear and tell who or what is making the sound. Finally, the teacher takes the students outside of the classroom and repeats the activity with them.

Make Sounds. On Tuesday, Thursday, and Friday of the first two weeks of Term 1, the teacher talks with the students about the sounds that they have been listening to during the week. The teacher then asks one student to make the sound of an object, an animal, or a person and then has the other students guess who or what usually makes that sound. The whole class then repeats the sound and the activity is done again with other students.

The teacher then has students close their eyes and taps two objects in the classroom with a stick. The teacher asks the students whether the objects that were tapped are the same or different. The teacher asks the students which objects were tapped.

The class then repeats this activity several times, with individual students tapping two objects instead of the teacher tapping them.

Finally, the teacher taps a regular rhythm against an object in the classroom and has the students clap their hands with the rhythm while it is being tapped. Then the teacher stops tapping, and has the students try to clap the rhythm by themselves. The teacher then repeats this activity using different rhythms, either with groups or with individual students. If a drum or other musical instrument can easily be brought to the classroom, it can be used for this activity.

To prepare for the Hearing Sounds Lesson in the first two weeks of Term 1, the Workbook Track teacher will need:

Monday and Wednesday:
- no preparation; and

Tuesday, Thursday, and Friday:
- a stick or something else to make sounds with by tapping it against things around the classroom.

LESSON 2.3: FINDING SAMES

The main aim of the Finding Sames Lesson during the first two weeks of Term 1 is to train students' eyes to find pictures that look the same and to tell them apart from pictures that are different.

The Workbook Track teacher teaches this Lesson in exactly the same way on each day of the first two weeks of Term 1, using the **Find the Same Picture** activities.

As shown in the examples at the end of the Workbook Track Teachers' Guide, each Find the Same Picture activity has three rows in it. The Workbook Track teacher teaches three rows in one Lesson on one day and then teaches the next three rows during the Lesson on the next day.

Each day the teacher gives out a copy of Workbook 1 to each student and shows the students where to find the three rows of pictures for the activity of the day's Lesson. The students then point to the place where the activity begins and to the place where the activity ends.

The teacher asks the students to point to the first picture in the first row of the activity and has an individual student come to the big chalkboard and draw the picture. The teacher then asks the students to point to the picture to the right of the upright line in the first row that is the same as the first picture in the first row (which is to the left of the upright line). The teacher checks to make sure that all of the students are pointing to the correct picture. If a student is not pointing to the correct picture, the teacher tells him or her to look at the first picture in the row again and find the other picture in the row that is the same and point to it. The teacher should not go on to another row until all of the students have pointed to the correct picture in the row before it. The teacher teaches the next two rows of the activity in the same way as the first row was taught.

If there is time, the teacher draws more rows of pictures on the big chalkboard in the same way as in the Workbook and asks individual students to come and point to the picture that is the same as the first picture in each row.

(On Friday, if a teacher wishes, he or she may play the ***Find the Same Object Game*** *with the students. The students bring objects like sticks and leaves, some the same and some different, into the classroom. The teacher then lines up four of the objects in a row on a small chalkboard in the same way as in the Workbook, that is, with the first object to the left of the upright line and one object that is the same as the first object and two objects that are different from the first object to the right of the line. The students then point to the object to the right of the line that is the same as the object to the left of the line in the same row. The teacher may then have the students try to line up objects in the same way on their own chalkboards and play the game with one another.)*

To prepare for the Finding Sames Lesson during the first two weeks of Term 1, the Workbook Track teacher will need:

- to find the first Find the Same Picture activity that he or she has not yet taught in Workbook 1; and
- one copy of Workbook 1 for each student and the teacher.

LESSON 2.4: WRITING

The main aim of the Writing Lesson during the first two weeks of Term 1 is to train students' hands to draw lines in different ways.

The Workbook Track teacher teaches this Lesson in exactly the same way on each day of the first two weeks of Term 1, using the Line Box Sets at the end of the Workbook Track Teachers' Guide. Each Line Box Set has three boxes of lines in it. The teacher teaches a Line Box Set of three boxes in one Lesson on one day, and then teaches the next Line Box Set during the Lesson on the next day.

To begin the Lesson, the teacher gives out a small chalkboard and chalk to each student. Then the teacher draws a square on the big chalkboard. *(If the teacher wishes, he or she can have the students do finger exercises each day before they begin to write.)*

The Workbook Track teacher must always draw lines and write letters by moving his or her hand from left to right and from the top to the bottom of the chalkboard, and make sure that students write in the same way. The teacher draws the first line of the Line Box Set for the day, starting from the top left hand side of the box. The teacher then asks the students to draw the line in exactly the same way, using their whole chalkboard as a square. The teacher quickly checks to make sure that all the students have written the line correctly.

Next, the teacher draws the second line of the box, has the students draw it, and checks their work. The teacher repeats these steps for each line in the box until one half of the lines in the box have been drawn on all chalkboards. Then the teacher allows the students to draw the rest of the lines in the box themselves on their own chalkboards while he or she draws them on the big chalkboard. The teacher then checks to make sure that each student has drawn all of the lines correctly and asks students to erase their chalkboards.

The teacher goes on to show the students how to draw the lines in the other two boxes of the Line Box Set for the day in exactly the same way as he or she did with the first box of the Line Box Set.

Finally, the teacher collects the chalkboards and chalk from the students.

To prepare for the Writing Lesson during the first two weeks of Term 1, the Workbook Track teacher will need:

- to find the first Line Box Set that he or she has not yet taught in the Workbook Teachers' Guide; and
- a small chalkboard and chalk for each student.

PLAN 3: WORKBOOK TRACK PLAN FOR TERM 1 - WEEKS 2-8

LESSON 3.1: MAKING PICTURE STORIES

The main aim of the Making Picture Stories Lesson is to train students to read pictures and write picture stories in order from left to right (or from right to left for languages which are written from right to left).

The Workbook Track teacher teaches this Lesson in exactly the same way on each day after Week 1 of Term 1, using the Make a Picture Story activities in Workbook 1. Each Make a Picture Story activity has one picture in it. The teacher uses one picture in one Lesson on one day, and then uses the next picture during the Lesson on the next day.

At the beginning of class each day, the Workbook Track teacher gives out a small chalkboard and chalk to each student and shows the students how to divide their chalkboards into a row of three equal spaces by drawing two lines from the top to the bottom of a small chalkboard. Once the students have divided their chalkboards, the teacher gives out one copy of Workbook 1 to each student and has the students open the Workbook to the Make a Picture Story activity picture for the Lesson. The students point to the picture and the teacher checks to make sure that all students are pointing to the correct picture.

The teacher then asks the students to copy the picture that they are pointing to in the first space (the left hand space) on their chalkboards (the first space will be the right hand space for languages which are written from right to left). The teacher checks to make sure the students have copied the correct picture in the correct space and collects the Workbooks from the students.

The teacher talks to the students about the objects or the people in the picture and asks the students to make up a story about them. The teacher then asks the students to think of the first thing that will happen to the person or object in their stories and then to draw the first thing that happens in the middle space on their chalkboards. The teacher checks around the room to make sure that all of the students are drawing in the correct space.

When students have finished drawing, the teacher asks them to think about the last thing that will happen in their stories and then to draw the last thing that happens in the last space (the right hand space) on their chalkboards (the last space will be that left hand space for languages which are written from right to left). The teacher then checks around the room, asking individual students to read their stories while pointing to the pictures from left to right (or from right to left for languages which are written from right to left).

Finally the teacher has a few students whose stories start on the left hand side of their chalkboards and end on the right hand side to come up one by one to the front of the classroom and tell their stories, pointing to the pictures on their chalkboards for all to see as they tell their stories. When the students have finished reading, the teacher collects the chalkboards and chalk from the students.

(If a teacher wishes, he or she may prepare a Picture Story on the big chalkboard before class that the students can use as a model. The Teacher should use a different picture from the Make a Picture Story activity picture for the day's Lesson, so that the students will not copy the teacher's story.)

To prepare for the Making Picture Stories Lesson, the Workbook Track teacher will need:

- to find the first Make a Picture Story activity picture that he or she has not yet taught in Workbook 1;
- one copy of Workbook 1 for each student and the teacher; and
- one small chalkboard and chalk for each student and the teacher.

LESSON 3.2: HEARING SOUNDS

The main aim of the Hearing Sounds Lesson after Week 1 of Term 1 is to train students' ears to hear words and syllables.

The Workbook Track teacher teaches this Lesson in exactly the same way on each day after Week 1 of Term 1, using the Key Words and the sentences that include the Key Words in each Lesson of Workbooks 2 and 3. The teacher uses one Key Word and the sentences with the same Key Word in them in one Lesson on one day and then uses the next Key Word and the sentences that have that Key Word in them during the Lesson on the next day.

The teacher first tells the students the Key Word and talks with them about the person or the object named by the Key Word. Next, the teacher reads a sentence from the Workbook that has the Key Word in it and asks the students to clap their hands once when they hear the Key Word in the sentence. The teacher then says the sentence again, asking individual students to clap when they hear the Key Word. The teacher now repeats these steps with other sentences from the Workbook and with other sentences that he or she has made up that have the Key Word in them.

The teacher then says the Key Word again slowly, clapping his or her hands once for each syllable beat. The teacher next has the students say the Key Word clapping with each syllable. Then the teacher asks the students to think of words that begin with the same syllable as the Key Word. As soon as a student thinks of a word, the teacher has the student stand up and say the word, clapping out the syllables. The teacher then has the whole class say the student's word, clapping out each syllable. The teacher repeats these steps using other words.

The teacher now says the Key Word again slowly, clapping out the syllables and asks the students to think of words that end with the same syllable as the Key Word. Finally the teacher repeats the activity that he or she did with the first syllable of the Key Word, this time using the last syllable instead.

To prepare for the Hearing Sounds Lesson after Week 1 of Term 1, the Workbook Track teacher will need:

- to find the first Key Word in Workbook 2 or 3 that he or she has not yet used for this lesson;
- to look at the sentences on the second page of the Section where the Key Word for the day is introduced and find the sentences that contain the Key Word for the day;
- to think of other sentences with the Key Word in them, writing them down before class; and
- one copy of Workbook 2 or 3.

LESSON 3.3: FINDING SAMES

The main aim of the Finding Sames Lesson after Week 1 of Term 1 is to train students' eyes to find pictures (Weeks 2 and 3), letters (Weeks 4 and 5), syllables (Weeks 6 and 7), and words (Week 8) that are the same and to tell them apart from other pictures, letters, syllables, and words that are different.

The Workbook Track teacher teaches this Lesson in exactly the same way on each day after Week 1 of Term 1 using the Find the Same Picture, Letter, Syllable, and Word activities in Workbook 1. Each Find the Same activity has three rows in it. The Workbook Track teacher teaches three rows in one Lesson on one day, and then teaches the next three rows during the Lesson on the next day.

Each day the teacher gives a copy of Workbook 1 to each student and teaches the Lesson in the same way as Lesson 2.3 Finding Sames, except that:

1) during Weeks 4 and 5 of Term 1, the teacher teaches the Lesson with letters instead of pictures, using the Find the Same Letter activities in Workbook 1;
2) during Weeks 6 and 7 of Term 1, the teacher teaches the Lesson with syllables instead of pictures, using the Find the Same Syllable activities in Workbook 1; and
3) during Week 8 of Term 1, the teacher teaches the Lesson with words instead of pictures, using the Find the Same Word activities in Workbook 1.

To prepare for the Finding Sames Lessons after Week 1 of Term 1, the Workbook Track teacher will need:

- to find the first Find the Same activity that he or she has not yet taught in Workbook 1; and
- one copy of Workbook 1 for each student and the teacher.

LESSON 3.4: WRITING

The main aim of the Writing Lesson after Week 1 of Term 1 is to train students' hands to write letters quickly and correctly.

The Workbook Track teacher teaches this Lesson in exactly the same way each day after Week 1 of Term 1, using the **Letter Boxes** at the end of the Workbook Track Teachers' Guide. The teacher teaches one Letter Box in one Lesson on one day, and then teaches the next Letter Box during the Lesson on the next day.

To begin the Lesson, the teacher gives out a small chalkboard and chalk to each student. If the teacher does not have plenty of chalk, he or she can have the students write on the ground with sticks. Then the teacher draws a square on the big chalkboard for all of the students to see.

(If the teacher wishes, he or she can have students do finger exercises each day before they begin to write.)

The teacher then writes the first mark or letter on the chalkboard from the top row of the Letter Box. The teacher has the students write the first mark or letter in the top row in exactly the same way on their chalkboards, using the whole chalkboard as the square. The teacher quickly checks to make sure that all of the students have written the mark or letter correctly.

Next, the teacher writes the second mark or letter on the chalkboard from the top row of the Letter Box, has the students write it as well, and checks their work. The teacher repeats these steps for each mark or letter in the first row of the Letter Box until one half of the marks or letters in the first row have been written. The teacher then allows the students to write the rest of the marks or letters in the top row by themselves, while he or she completes the row on the big chalkboard. The teacher then checks the students' work again.

The teacher repeats all of these steps for the second row and then for the third row of the Letter Box. When the third row has both capital and small letters in it, the teacher explains to the students that one is the big brother or sister and the other is the little brother or sister. The teacher then writes the first letter of the bottom row of the Letter Box and tells the students to write that letter over and over again as quickly as they can across the bottom of their chalkboards. Finally, the teacher checks each student's work and collects the chalkboards and chalk.

(If the teacher wishes, he or she may have students bring their chalkboards to the front of the classroom to show their work to the other students.)

To prepare for the Writing Lesson after Week 1 of Term 1, the Workbook Track teacher needs:

- to find the first Letter Box that he or she has not yet taught in the Workbook Track Teachers' Guide; and
- a chalkboard and chalk for each student.

PLAN 4: WEEKLY WORKBOOK TRACK PLAN FOR TERMS 2, 3, AND 4

LESSON 4.1: KEY WORDS AND BREAKING AND MAKING

The main aims of the Key Words and Breaking and Making Lesson are:

1) **to make sure that the students know the Key Words and the Sentence Making Word for the week as well as the syllables that make them up; and**
2) **to train students to break down and make up the Key Words and the sentences for the week.**

There are three ways of teaching the Key Words and Breaking and Making Lesson. On Mondays and Wednesdays the Key Word for the day is used. On Tuesdays and Thursdays the sentence for the day is used. On Fridays all of the Key Words and the sentences in the Workbook Section for the week are used.

To find the Key Word for the day, the teacher should first find the Workbook that has the same number as the Term that he or she is teaching. Next, the teacher should find the Section of that Workbook that has the same number as the Week that he or she is teaching. The first Key Word on the first page of that Section is the Key Word for Monday, and the second Key Word on that page is the Key word for Wednesday. In Section 1 of Workbook 2, there are three Key Words instead of two. For this Section, the first Key Word should be taught on Monday of Week 1, the second Key Word should be taught on Tuesday instead of a sentence, and the third Key Word should be taught on Wednesday.

(If a teacher wishes, he or she may make a simple line drawing of the Key Word picture on the big chalkboard before class on Monday and Wednesday.)

When class begins on Monday and Wednesday, the teacher gives out a copy of the Workbook for the Term to each student. The teacher then shows the students where to find the picture for the Key Word for the day. The students then point to the picture for the Key Word.

Next, the teacher tells the students what the picture is (that is, the teacher tells the students the Key Word). The teacher talks about the Key Word and the picture and asks the students how, when, and where they usually use or see the object or person named by the Key Word. The teacher then writes the Key Word on the chalkboard and explains that the word that he or she has written means the same thing as the object or person in the picture. The teacher reads the word on the chalkboard while pointing to it and has the class read the word together with him or her, and then asks individual students to read the word. The teacher now reads the word clapping the syllables and then has the class and individual students do the same.

The teacher tells the students to find the Key Word in their Workbooks and point to it.

The teacher draws the **Little Boxes** underneath the Key Word with the syllables of the Key Word in them on the chalkboard. The teacher reads the syllables in the Little Boxes while pointing to the syllables and then reads them again clapping with the syllables. Next, the whole class and individual students read the syllables in the Little Boxes, first without clapping and then clapping with the syllables.

Now the teacher writes the **Breaking Word** activity which is found on the left hand side underneath the Key Word in the Workbook on the big chalkboard. First, the teacher writes the Key Word and has the class read it together. Next, the teacher writes the syllables of the Key Word separately but linked by a line and has the students read the syllables while clapping them. Finally, the teacher writes the Key Syllable of the Key Word and has the students read it.

The teacher then has the students point to the Breaking Word activity in their Workbooks and has individual students read it, clapping for the syllables.

Next, the teacher teaches the **Making Word** activity, which is found on the right hand side underneath the Key Word in the Workbook in the same way as he or she taught the Breaking Word activity, but moving from syllable to word, instead of from word to syllable.

Finally, the teacher reads the Key Word for the day, the Little Boxes, and the Breaking and Making Word activities from the Workbook with the whole class. The teacher does not collect the Workbooks from the students at the end of this Lesson.

When class begins on Tuesdays and Thursdays, the teacher gives out copies of the Workbook to the students and has them point to the **Sentence Making Word** on the second page of the Section for the week.

The teacher then tells the class the Sentence Making Word and has them repeat it. The teacher now teaches the Sentence Making Word in the same way as the Key Word, by writing it on the big chalkboard, reading the word first alone, then with the whole class, and then having individual students read it. The teacher then repeats these steps clapping with the syllables of the Sentence Making Word.

Now the teacher tells the class the sentence for the day and has them repeat it. The teacher teaches the sentence for the day in the same way as the Key Word and the Sentence Making Word, by writing it on the big chalkboard, reading each word first alone, then with the whole class, and then having individual students read it. The teacher then repeats these steps clapping with each syllable of each word of the sentence for the day. The teacher and the students should say the first word of the sentence clapping with the syllables, then repeat the word without clapping, then do the same for each of the other words in the sentence.

Next, the teacher writes the **Breaking Sentence** activity for the sentence of the day which is found on the left hand side underneath the **Big Box** on the chalkboard. The teacher writes the activity one line at a time, with the students reading each line after the teacher writes it. The teacher then has the students point to the Breaking Sentence activity for the sentence of the day in their Workbooks and then has individual students read the activity.

Finally, the teacher writes the **Making Sentence** activity for the sentence of the day, which is found on the right hand side underneath the Big Box on the chalkboard and teaches it in the same way as the Breaking Sentence activity, but moving from word to sentence, instead of from sentence to word. The teacher does not collect the Workbooks from the students at the end of this Lesson.

At the beginning of class on Friday, the teacher gives out one copy of the Workbook to each student and has the students open it to the Section for the week.

The teacher reads the first Key Word along with the Little Boxes and the Breaking and Making activities under it together with the whole class. The teacher then has indiviudals read the same material from their Workbooks.

Next, the teacher repeats these steps for the second Key Word. When the students have finished reading the materials for the second Key Word, the teacher asks them to turn to the second page of the Section for the week.

Now the teacher reads the Sentence Making Word and the first sentence of the week along with the Breaking and Making activities that go with it together with the whole class. The teacher then has individual students read the same material from their Workbooks.

Then the teacher repeats these steps for the Sentence Making Word and the second sentence of the week.

Finally, the teacher asks the students to try to read the New Sentences at the bottom of the second page of the Section for the week. The teacher writes the first word of the first New Sentence on the big chalkboard and has the students try to read it. If students cannot read the word, the teacher asks them to use Sames and Differences and Breaking and Making to read the word. Once the students have read the first word, the teacher writes the second word of the first New Sentence beside the first word and has students read it in the same way.

The teacher repeats these steps for each word in the first New Sentence. When the whole sentence has been written on the chalkboard, the teacher reads it with the students and then has individual students read it.

The teacher then repeats all of these steps for the other New Sentences on the page. The teacher does not collect the Workbooks from the students at the end of this Lesson.

To prepare for the Key Words and Breaking and Making Lesson, the Workbook Track teacher will need:

- to find the Section for the week in Workbook 2, 3, or 4; and
- one copy of the Workbook for the Term for each student and the teacher.

LESSON 4.2: BIG BOX

The main aim of the Big Box Lesson is to make sure that students know all of the syllables that they have learned and how to use them to make up words.

The Workbook Track teacher teaches this Lesson in the same way every day of the week. To find the Big Box for the week the teacher should turn to the second page of the Workbook Section that has the Key Words and sentences for the week in it.

(If the teacher wishes, he or she can write the Big Box for the week on the big chalkboard before class on Monday in a place where it can stay for the whole week without being erased.)

At the beginning of the Big Box Lesson, students should still each have a copy of the Workbook for the Term with them at their places from the last Lesson.

The teacher quickly copies the Big Box for the week on the big chalkboard, unless it is on the chalkboard already. The teacher then asks the students to point to the Big Box for the week in their Workbooks.

Next the teacher does a Find the Same Syllable activity with the students, using the Big Box. First the teacher writes the **Key Syllable** from the last Key Word that he or she taught on the chalkboard and then draws a long upright line on the right hand side of the Key Syllable. Next, the teacher finds a **Different Syllable** from the Big Box, that is, a syllable that has all of the same letters as the Key Syllable in it except one. Next, the teacher writes three syllables in a row after the long line to the right of the Key Syllable. Two of these syllables should be copies of the Different Syllable and one of these syllables should be a copy of the Key Syllable.

The teacher then asks an individual student to come to the chalkboard and show which of the syllables to the right of the line is the same as the syllable to the left of the line. As soon as a student gives a correct answer, the teacher has the whole class read the whole row of syllables from left to right. The teacher then has students point first to the Key Syllable and then to the Different Syllable in the Big Box in their Workbooks. The teacher repeats this activity using other syllables, making sure to mix up the order of the syllables to the right of the line.

Note: The teacher does this activity from right to left instead of left to right if the language of the community is written from right to left.

Next, the teacher reads the Big Box together with the class from left to right, starting with the top row and going down row by row. The students should point to each syllable in the Big Box in their Workbooks as they read it.

The teacher then has individual students read individual rows from the Big Box in their Workbooks, making sure that the rest of the students follow with their fingers in their own Workbooks.

The teacher then points to different syllables in the Big Box on the big chalkboard in any order and has individual students read them. The teacher now asks students to think of words that can be made up from the syllables in the Big Box, and to raise their hands when they have thought of a word. The teacher asks a student who has raised his or her hand to come to the big chalkboard and say the word slowly, pointing to the syllables in the Big Box as he or she says them in the word. The student then repeats the word naturally and then goes back to his or her place. The teacher then repeats the activity with other students who have raised their hands.

Every day except Friday the teacher now collects the Workbooks from the students, but does not erase the Big Box from the chalkboard.

(If the teacher wishes, he or she may make up an ***Add a Syllable List*** *on the chalkboard or on a large piece of paper. On the left hand side of the List, the teacher writes each vowel that is used in the Key Words that the students have learned and draws a long upright line to the right of each vowel. To the right of the line by each vowel, the teacher lists all of the syllables that the students have learned that have the same vowel in them. The teacher adds to this list each time the students learn a new syllable. The teacher can have the students read the Add a Syllable List together and as individuals each day.)*

To prepare for the Big Box Lesson the Workbook Track teacher will need:

- to find the Big Box on the second page of the Workbook Section for the week and to write it on the big chalkboard; and
- to make sure that each student still has a copy of the Workbook from the last Lesson.

LESSON 4.3: SYLLABLE AND WORD GAMES

The main aims of the Syllable and Word Games Lesson are:

1) **to make sure that the students have learned all of the syllables and words that they have been taught; and**
2) **to make sure that the students know how to break words down into syllables and to use syllables to make words up.**

The Syllable and Word Games Lesson is taught in two ways:

1) Syllable and Word Games (Monday, Tuesday, Wednesday, and Thursday); and
2) Reading Workbooks and Testing (Friday only).

On Monday, Tuesday, Wednesday, and Thursday the teacher makes sure that the Big Box from the Big Box Lesson is still on the chalkboard. The teacher then plays two of the following games with the students. (The teacher should try not to play the same two games every day.):

1) **Guess a Word Game.** The teacher has the students think of words made up from the syllables in the Big Box. When students have thought of a word they should raise their hands. The teacher then calls on a student who has raised his or her hand to come to the chalkboard. The student then whispers the word to the teacher and if the word has only syllables from the Big Box in it, the student can use it to play the game. To play, the student asks the other students to guess which of the syllables in the Big Box is the first syllable of the word that he or she is thinking of. The other students try to guess the first syllable of the word, then they try to guess the other syllables until a student finally guesses the word.
2) **Find a Word Game.** The teacher points to a syllable in the Big Box and asks the students to try to make up a word with that syllable in it.
3) **Breaking Game.** The teacher writes a word that the students have learned on the big chalkboard and has a student try to read it and then break it down in the same way as in the Breaking Word activity.
4) **Making Game.** The teacher writes a syllable that the students have learned on the big chalkboard and has a student try to read it and then make up a word from it in the same way as in the Making Word activity.
5) **Read a Syllable Game.** The teacher points to a syllable in the Big Box and has a student try to read it.

All of the games in this Lesson can be played by teams. The teacher can divide the class into two teams with the same number of members in each team. The two teams should sit or stand in different parts of the classroom. The teacher or the students choose a game that they would like to play and the first member of the first team tries to play. If he or she does the activity correctly, the teacher marks a point on the chalkboard for the first team. If he or she does not do the activity correctly, the team does not get a point and the first member of the second team tries. If he or she does the activity correctly, the teacher marks a point on the chalkboard for the second team. If he or she does not do the activity correctly, the team does not get a point and the second member of the first team may try. The team with the most points at the end of the game wins the game.

Workbook Testing. On Friday the teacher tests the students. The teacher asks the students to open their Workbooks to the Section for the week and to sit in their places by themselves and read quietly. The teacher should not tell students that they are being tested.

The teacher opens a copy of the Workbook for the Term to the Section for the week. The teacher then calls students to come one by one and read one of the two sentences for the week from the Section for the week. The teacher should not help the students unless they need it. When students need help, the teacher does not tell them the word that they are having trouble with but gets the students to use Breaking and Making and Sames and Differences to work it out. The teacher should not use the same sentence with two students in a row.

The teacher should have the Roll Book open to the page for the week ready to write in students' marks in the Workbook Testing column. The best readers will have a mark of 5, while the poorest readers will have a mark of 1. No matter how poorly a student reads, the teacher should always make the student feel that he or she is doing well.

While testing, the teacher should make sure that the students know where to begin to read and where to finish. The eyes of the students should always be moving from left to right (or from right to left for languages which are written from right to left.) The student should read each syllable of each word correctly, saying the word after they have read the syllables in it. After the students have read each word in the sentence they should try to read the whole sentence again at once. A student who cannot do these things should have marks taken off. Marks should also be taken off if a student repeats the same syllable or word a number of times. If a student corrects him or herself, marks should not be taken off. After Term 2, if the teacher must help a student, that student should be given a low mark.

If the whole class cannot be tested in 15 minutes, one half of the class can be tested each week. Finally, the Workbooks should be collected from the students.

To prepare for the Syllable and Word Games Lesson the Workbook Track teacher will need:

Monday, Tuesday, Wednesday, and Thursday:

- to leave the Big Box from the Big Box Lesson on the chalkboard;

Friday:

- to make sure that each student has a copy of the Workbook; and
- the Roll Book (a small excercise book).

LESSON 4.4: WRITING

The main aim of the Writing Lesson in Terms 2, 3, and 4 is to make sure that students can write and spell syllables, words, and sentences.

The Writing Lesson is taught in two ways:

1) Dictation - Syllables and Words (Monday, Tuesday, Wednesday, and Thursday); and
2) Dictation - Sentences (Friday only).

On Monday, Tuesday, Wednesday, and Thursday of Terms 2, 3, and 4, the teacher finds the Key Word that he or she last taught in the Workbook Section for the week. The teacher then gives out a small chalkboard and chalk to each student.

The teacher tells the students to listen and then calls out one of the syllables from the latest Key Word. The teacher calls out the syllable again and tells the students to write it on their chalkboards. The teacher checks around the room to make sure that all of the students are writing and not copying each others' work. Once the students have finished writing, the teacher writes the syllable on the chalkboard that he or she called out. The teacher then has students try to correct their writing by writing the syllable again, copying it from the chalkboard. The teacher checks around the room to see that the students have written the syllable correctly. The teacher repeats these steps for all of the other syllables in the Key Word. Finally, the teacher repeats these steps, using the whole Key Word.

If individual students are not able to write the word, the teacher has them clap the word and write it syllable by syllable. If there is time, the teacher can repeat these steps for other words that are made up of syllables that the students have learned. At the end of the Lesson, the teacher collects the chalkboards and chalk from the students.

On Friday of Terms 2, 3, and 4, the teacher finds the sentences for the week that were taught on Tuesday and Thursday in the Workbook Section for the week. The teacher gives out small chalkboards and chalk to the students.

The teacher reads out one of the sentences of the week. The teacher then tells the students to listen and reads out the first word in the sentence. The teacher reads this word again and tells the students to write it on their chalkboards. When the students have finished writing, the teacher reads the word a third time and asks the students to check their writing.

The teacher repeats these steps for each word in the sentence, one by one. When the students have finished writing the last word in the sentence, the teacher reads the whole sentence again and asks the students to check their writing. The teacher then writes the whole sentence on the chalkboard. Finally, the teacher has students try to correct their work by writing the words that they were not able to write correctly again, copying them from the chalkboard.

If there is time, the teacher can repeat all of these steps for the other sentence of the week. At the end of the Lesson, the teacher collects the chalkboards and chalk from the students.

To prepare for the Writing Lesson in Terms 2, 3, and 4, the Workbook Track teacher will need:

- to find the Key Word (Monday, Tuesday, Wednesday, and Thursday) or the sentences of the week (Friday) that he or she last taught in the Workbook Section for the week; and
- a small chalkboard and chalk for each student.

Chapter 3

THE COMMUNITY FRAMEWORK AND HOW TO USE IT:

THE LOCAL LANGUAGE LITERACY PROGRAM

COORDINATOR'S GUIDE

EXPERIENCED WORKER'S GUIDE

In Section 1 of this chapter we talk about the ideas behind the **Community Framework** and the people needed to carry it out. At the beginning of a Local Language Literacy Program a **Coordinator** must be chosen. In Sections 2, 3, 4, 5, and 6 of this chapter we give a detailed set of instructions that describe the steps that the **Coordinator** needs to follow, from the very beginning of a literacy program until the time that the program can be maintained by the local community without any outside help. The first six Sections of this chapter taken together make up the Local Language Literacy Program **Coordinator's Guide**.

During the first year of a Local Language Literacy Program, help from an outside **Experienced Worker** will probably be needed. At the end of this chapter (Sections 7, 8, and 9) we give a set of instructions for the Experienced Worker. These Sections taken together make up the Local Language Literacy Program Experience Worker's Guide.

Section 2 is a guide for writing a **Beginning Plan** for a program. The Coordinator must write the Beginning Plan at least six months before classes start in the first year of a Local Language Literacy Program. If the Coordinator needs outside help to write up the Beginning Plan, an Experienced Worker may be asked to help for no more than one week at this time (see the Experienced Worker's Guide, Section 7). The program should be started in only one community during the first year. At the very most, classes may begin in two communities in the first year, but these two communities must speak the same language. At this time, the Coordinator can choose two, three, or four communities, who speak the same language and who have a high interest in literacy, to be Possible Communities, with the idea of choosing only one or two of them later, to begin classes within the year.

Section 3 tells the Coordinator how to organize communities to carry out a **Six Step Plan** of the things that they need to do before they can begin literacy classes. At this stage the Coordinator will make two **Tours** of the Possible Communities. The Coordinator makes the **First Tour** at least six months before literacy classes begin. During the First Tour the Coordinator explains the aims of a Local Language Literacy Program and the **Six Step Plan** to the **Possible Communities**. The Coordinator may need the help of an Experienced Worker for one week during the First Tour to begin to design or revise an alphabet and literacy books for the language of the Possible Communities (see the Experienced Worker's Guide, Section 8).

To complete the **Six Step Plan**, each Possible Community must:

1) form a **Literacy Committee**;
2) approve an alphabet for their language to be used in literacy classes;

3) make a list of **Possible Students** (no more than two classes of 30 students each may start in any one community during the first year, children and adults should never be in the same class, and children under six years of age should never be included);
4) choose four **Possible Teachers** (only two of these will be chosen later to teach in the program);
5) pay for all of the materials needed to write and print books and to set up literacy classes and provide the money needed to keep classes going (this money should be raised by Community Projects and School Fees); and
6) find a place in the community to hold literacy classes.

The Coordinator makes the **Second Tour** of the Possible Communities at least two months before classes begin to check if they have carried out the **Six Step Plan** and to test the Possible Teachers. After the Second Tour, the Coordinator decides which one or two of the Possible Communities will be able to start classes in the first year of the program.

Section 4 gives step-by-step instructions for training teachers, writing and printing books, and starting literacy classes during a **Local Language Literacy Program Training Course**. During the first year of a program, there must be two **Trainers** at the Training Course. One of the Trainers should be the Coordinator and the other Trainer may be an Experienced Worker who is needed for the first four weeks of the Training Course only (see the Experienced Worker's Guide, Section 9).

If there is only one new community in the program, the Training Course is held in that community and lasts for four weeks, with literacy classes beginning in the Third Week of the Training Course. If there is more than one new community in the program, the Training Course lasts for six weeks. One of the new communities is chosen to be the **Host Community** for the Training Course. All of the Possible Teachers from all of the new communities attend the first four weeks of the Training Course in the Host Community. The Host Community teachers begin teaching literacy classes to their students during the Third Week of the Training Course. After the Fourth Week of the Training Course, the other new teachers go to their communities to start classes with the help of a Trainer during the Fifth and Sixth Weeks of the Training Course.

During the Training Course, two of the four Possible Teachers from each community are trained to teach the Story Track and the other two Possible Teachers are trained to teach the Workbook Track. After literacy classes begin during the Training Course, the Trainers choose one of the Story Track teachers and one of the Workbook Track teachers from each community to be the Program Teachers for their communities.

Section 5 tells the Coordinator how to make sure that the program is running smoothly once literacy classes begin. In this Section there are instructions for testing students and checking Program Teachers, program books, and the alphabet used in the program for each language.

Section 6 tells the Coordinator what he or she can do to begin literacy classes in new communities after the first year of a Local Language Literacy Program. In the second year of a program, up to three new communities may come into the program. No help from an Experienced Worker is needed, since an alphabet and literacy books have been designed in the first year and Program Teachers from the first year can now become Trainers for new teachers at the Training Course. One new language group may come into a program each year. If there is a new language, an Experienced Worker may be needed for one week during the First Tour to begin to design or revise an alphabet and literacy books for the new language.

Section 6 also explains how a community can add to a Local Language Literacy Program to meet its own local education needs after the first year of classes. This Section explains what each community can do to make sure that community members who have learned to read and write go on to practise and use their reading and writing skills. For children, Bridging Classes into the formal education system can be set up, and for adults, Open Classes can be started.

THE LOCAL LANGUAGE LITERACY PROGRAM COORDINATOR'S GUIDE

Section 1. WHAT YOU NEED TO KNOW BEFORE YOU BEGIN: THE IDEAS AND THE PEOPLE BEHIND THE COMMUNITY FRAMEWORK

Ideas. The main ideas behind the **Community Framework** are local participation and local responsibility. The Community Framework tries to give the communities, teachers, and students involved in a literacy program as many opportunities as possible to play a productive and creative part in the success of their program. Help from outside of the community is only used when it cannot be found within the community. No money from outside of the community needs to be used at all and Experienced Workers from outside of the community are used for only a few weeks at the beginning of a program, if there is no person in the community with the training to do their job.

At every level, the **Community Framework** makes as much use as possible of the abilities and talents of community members. In all cases where community members are able to do a job, nobody from the outside is brought in to do it. There are no skills necessary for a successful Local Language Literacy Program that cannot be found in every community, or which cannot be taught to community members during a few weeks or a few months of training at the very beginning of a program. When Experienced Workers are needed from outside of the community, they spend most of their time training community members to do the jobs themselves.

At every level, the Community Framework gives community members responsibility for making their literacy program a success. Literacy Committee members make sure that there are enough materials for the students in their community and that teachers' needs are provided for. Teachers must write and print their own books and are free to use their own ideas in teaching their Lessons. Students are given all of the elements they need to become readers and writers, but they are allowed to put these elements together in their own way and at their own speed. Because community members are in charge at every level, they can make sure that their literacy program fits their own local conditions and follows local patterns of teaching, learning, raising money, as well as finding, supervising, and paying people to do different jobs.

Using the Community Framework, communities can successfully begin a literacy program without going beyond their means and then go on to manage their program with the confidence that comes with success.

People. The main people behind the Community Framework are all of the members of the local community. A Local Language Literacy Program cannot work unless community members do everything necessary to meet the needs of the teachers and the students in the literacy classes. From time to time the Literacy Committee asks community members to help by working on Community Projects to raise money, by providing materials and classrooms, or by paying School Fees.

Literacy Committee members should be respected members of the community, who have an interest in local language literacy and who are able to get community members to take action to look after teachers' and students' needs. The Literacy Committee approves the alphabet to be used for their language in literacy classes. The Literacy Committee also chooses teachers and makes sure that they are doing their job well.

Local Language Literacy Program Teachers should be respected members of the community, be committed to the program, be able to read and write, and have completed primary school. There are two Program Teachers for each class: a Story Track Teacher and a Workbook Track Teacher. After four weeks of training the Story Track Teacher should understand and be able to carry out the guidelines listed in this book for teaching Story Track Lessons and for writing and printing Story Track books. After four weeks of training, the Workbook Track Teacher should understand and be able to carry out the guidelines listed in this book for teaching Workbook Track Lessons and for printing Workbook Track books.

Every Local Language Literacy Program has a Coordinator. There are two types of Local Language Literacy Programs: **Local Programs** and **Regional Programs. Local Programs** are made up of only one community. If a Local Language Literacy Program has more than one community in it, it is a **Regional Program.** With six weeks of help and training from an Experienced Worker, the Coordinator should understand and be able to carry out the guidelines listed in this book for:

1) making a Beginning Plan;
2) organizing communities;
3) training teachers;
4) writing and printing books;
5) supervising teachers;
6) testing students; and
7) making up a Long Term Plan.

At the beginning of a Local Language Literacy Program and at least six months before classes start, an Experienced Worker from outside of the community may be needed for two weeks to train and help the Coordinator to make up a Beginning Plan and to organize interested communities. At this time the Experienced Worker will also work with the Coordinator and with each Literacy Committee to begin to design Workbooks 2, 3, and 4 or to revise existing materials and to begin to design or revise an alphabet for their language, if necessary.

This same Experienced Worker or another Experienced Worker who is able to follow the Workbook and alphabet design of the first Experienced Worker, may also be needed for four weeks during the Training Course. Classes for students begin during the Third Week of the Training Course. If needed at the Training Course, the Experienced Worker will help and train the Coordinator to train teachers and to write and print books. The Experienced Worker, therefore, must be a person who understands and can carry out the guidelines listed in this book for:

1) making up a Beginning Plan;
2) organizing communities;
3) designing and revising alphabets;
4) designing and printing materials;
5) training a Coordinator; and
6) training teachers.

Section 2. THE BEGINNING PLAN

Aims:

1) To write up a **Beginning Plan**; and
2) to prepare for organizing communities.

How to carry out:

1) Read this book. Pay special attention while you read this Coordinator's Guide from beginning to end. Make sure that you understand every point. Discuss any unclear points with an outside Experienced Worker.

2) Look at the **Beginning Plan Model** at the end of this Section (Model 1). Read it carefully.

3) Look at the Experienced Worker's Guide (Sections 7, 8, and 9 of this chapter). Decide if you need an Experienced Worker to help you to do any of these things:
    a) to design or revise an alphabet (see the Alphabet Guide at the end of this book);
    b) to design Workbooks 2, 3, and 4 or to revise existing materials (see the Workbook Writing Guide at the end of this book); or
    c) to help to write the Beginning Plan.

   If an Experienced Worker is needed for any of these jobs, find an Experienced Worker to help you for the week before the First Tour and for the week of the First Tour. This Experienced Worker can be a university student or teacher, a translator or literacy worker, or any other person with the necessary training. Check with the Experienced Worker to find out the dates when he or she will be able to help you for two weeks at the time of the First Tour and, if necessary, for four weeks during the Training Course around the time that classes begin.

4) Look at the Finance Section (Section E) of the Begining Plan Model and note that all money used in the program should come from the communities. No part of the program should depend on money from outside of the communities. If you have outside money, you should try not to use if for program costs such as buying materials or paying teachers. Instead, you should use outside money to start Community Projects (see Section 3B, Step 5 of this guide) which will allow communities to support their own programs in the future.

5) Look at the Plan of Action Section (Section 1) of the Beginning Plan Model, Find the Six Step Plan in Section 3B of this guide. Communities may not begin literacy classes until they have completed the Six Step Plan.

6) If you plan to start a program in your own community only, you should make sure that there is enough interest in your community to complete the Six Step Plan and set up a Local Program.

7) If you plan to start a Regional Program including more than one community, you should choose two, three, or four communities whom you think can carry out the Six Step Plan to be **Possible Communities**, with the idea of starting classes in only one, or at most two of these **Possible Communities** in the first year. You should make sure that all of the **Possible Communities** speak the same language and that all are interested in starting literacy classes. If you are unclear about which communities are interested in literacy classes, you may want to survey the communities in your area before going ahead (see the Survey Guide at the end of this book).

8) Write the Beginning Plan for your program, using the Beginning Plan Model at the end of this Section as your guide. Most Sections of the Beginning Plan are the same for all programs and are written out for you in Beginning Plan Model. The only places where you will need to write something are:

A) **Name of the Program:** Write the name of your program here.

B) **Aims of the Program:** List the ways that the program will help the students and their communities. Make sure that these aims match the aims of the people of the communities as much as possible. Be sure to list these aims very clearly, so that they can be explained easily for all to understand. If you need any help, see chapter 1 of this book.

C) **Coordinator of the Program:** Write your name here.

D) **Other Program Workers:** If you have an Experienced Worker helping you, write his or her name here.

F) **Communities in the Program:** If you plan to start a Local Program, write the name of your community here. If you are starting a Regional Program, write the names of the two, three, or four possible communities here. Remember that success in the first year of a program is very important, because the first year of the program will be a model for future years. For this reason, you should be sure to keep your plans as small and simple as possible. Do not try to start the program in more than one , or at the very most, two communities during the first year. Avoid communities that are not united in their interest toward the program. Look again at the Six Step Plan under the Aims of the First Tour Section in the Plan of Action (Section I) of the Beginning Plan Model. Communities may not begin literacy classes until they have carried out the Six Step Plan. Try to choose **Possible Communities** that you think will be able to carry out these six steps.

G) **Students in the Program:** Write whether the students will be children or adults or both. If you choose to include children and adults from the same community in the program, the children must always be taught in a separate class from the adults and you will need to set up double classes. Children under six years of age should never attend literacy classes. Children who are six years old may find the classes too hard and should only attend literacy classes if they do not take the places of children who are seven years old or older. Next, write the number of students in the program. If you choose to have more than 30 students from the same community in the program, you will need to set up double classes. No community may start more than two new classes in any year and no class should have more than 30 students in it.

I) **Plan of Action:** Write in the dates for each stage of the Plan of Action. If you need the help of an Experienced Worker for the First Tour or Training Course, make sure that the Experienced Worker is able to help you on the dates you choose:

1) **First Tour:** Choose a date at least six months before classes begin.
2) **Second Tour:** Choose a date at least two months before classes begin.
3) **Training Course:** The Training Course should last for four to six weeks and should start twelve working days before classes begin.
4) **Program Year:** Each Term should last ten weeks with at least one week between each Term. Be sure to allow for local weather conditions and local holidays and work programs.

J) **Long Term Plans:** Describe in a few sentences any plans you have made:

1) to start classes in other communities after the first year; and
2) to start Bridging Classes or Open Classes for students who have learned to read and write. If you need help, see Section 6 of this guide.

9) Make sure that all of the necessary authorities know about the plans you have made for the program. In some cases, there may be complications when presenting plans for the program to authorities. In such cases you may want to survey your area (see the Survey Guide at the end of this book) to prove community need for literacy and interest in literacy classes. You may also look for help from other official agencies, such as university Education or Language Departments.

10) When you have written the Beginning Plan, begin at once to prepare for the First Tour. Read over the next two Sections of this Guide as soon as you can and make a list of the things that you have not yet done.

MODEL 1: BEGINNING PLAN MODEL

A) **Name of the Program:** ______________________________

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B) **Aims of the Program:** Students in the program will learn to read and write their own language after one year of classes. This will help the students and their communities in these ways:

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C) **Coordinator of the Program:**

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D) **Other Program Workers:**

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E) **Finance:** All money needed in the program will come from the communities involved.

F) **Communities in the Program:**

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G) **Students in the Program:**

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H) **Training and Materials:** Communities will choose and train their own teachers, who will write and print all of the books that they will need to use in teaching their classes.

I) **Plan of Action:**

1) **First Tour** Date: ______________________________

Aims:
- a) To explain the aims of the program to each Possible Community;
- b) to describe the program to the members of each Possible Community; and
- c) to explain to community members that they will need to complete a Six Step Plan. By the date of the Second Tour, each Possible Community will need to carry out the following six steps:

Step 1: Form an Official Literacy Committee.
Step 2: Approve an alphabet for their language to be used in literacy classes.
Step 3: Make a list of Possible Students.
Step 4: Choose four Possible Teachers.
Step 5: Pay for all of the materials needed to write and print books and to set up literacy classes and provide the money needed to keep the classes going.
Step 6: Find a place in the community to hold literacy classes.

2) **Second Tour** Date: ______________________________

Aims:
- a) To make sure that the Literacy Committee in each Possible Community has completed the Six Step Plan; and
- b) to decide which one or two communities will be able to start literacy classes within the year.

3) **Training Course** Date: ______________________________

Aims:
- a) to make sure that teachers can read and write well;
- b) to write and print the books that the teachers will use in their classes;
- c) to train teachers to teach; and
- d) to start literacy classes.

4) **Program Year**

a) Term 1 - ten weeks. Dates: ______________________________

b) Term 2 - ten weeks. Dates: ______________________________

c) Term 3 - ten weeks. Dates: ______________________________

b) Term 4 - ten weeks. Dates: ______________________________

J) **Long Term Plans:** ______________________________

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Section 3. ORGANIZING COMMUNITIES

Section 3A. PREPARING FOR THE FIRST TOUR

Aim:

To make sure that all preparations are made for the First Tour and the other parts of the program that need early planning, such as writing and printing books at the Training Course.

How to carry out:

1) Plan the dates of the First Tour. The First Tour should start no later than six months before classes begin. If you need an Experienced Worker, make sure that he or she has read this book and can be with you during the First Tour. If there are regular times that all or most of the members of a Possible Community meet together (such as market days or community work days) try to plan your visit to that community at that time. Plan the dates to allow for extra visits to communities that have special problems or to finish up all of the work of the First Tour.

2) Make sure to send messages to all of the communities that you plan to visit during the First Tour, telling them when you plan to visit them and what you will be doing when you arrive.

3) Find out what has been written about the sounds of the language spoken by the Possible Communities and how to write them. Make sure to find any books that have been used before to teach literacy in the language. Look at as many books and other things written in the language as you can. If possible, ask speakers of the language if they like the way it is written. If you have an Experienced Worker to help you, talk to him or her about this. If you do not have the help of an Experienced Worker, try talking with members of the Education or Language Departments of a university, translators, or literacy workers. Think about how the language might be written better using the guidelines found in the Alphabet Guide at the end of this book. Think about how the literacy books already written might be adapted to the Workbook Track of the Multi-Strategy Method.

4) Arrange for transport to all of the Possible Communities for the First Tour as early as you can.

5) Look at the **Price List Model** at the end of this Section (Model 2). Look for the items on the Price List in as many as possible of the shops, markets, and school supply warehouses in your area. Write down the price charged for each of the items in each place and write down if any of the items are in short supply.

   Fill in the prices for each item on the Price List with the lowest prices possible but add to each price enough to pay for shipping, handling, or buying at a higher price when lower priced stocks run out. Make sure to multiply the price of each item by the number of items needed. When you have filled in all of the prices on the list, add them up and fill in the total. Make a copy of the Price List with all prices and totals for each community.

6) Begin to collect paper that has been used on one side for students and teachers to use in literacy classes. Scrap paper used on only one side is often thrown away or given away by commercial or government offices, banks, universities, secondary schools, and printing shops.

7) If any of the printing materials such as a silkscreen printer and applicator and mimeograph stencils, ink, correction fluid, and paper cannot be easily bought in your area before the Training Course begins, you should order them now for the one or two communities that will be using them. Make sure that the paper which you will use for printing is thick enough to be printed on both sides

and is not too glossy so that ink printed on it will dry quickly. If it is impossible to find silkscreen printers, you should begin now to build them with the help of community members, using the Silkscreen Building Guide at the end of this book.

You should also begin to collect pens (biros) that have run out of ink and pieces of smooth glass or mirror about the size of this page for each Possible Teacher. Try to find a stapler and staples for binding books at the Training Course and set aside a small amount of kerosene or cleaning spirit to use to clean the silkscreen printer.

MODEL 2. PRICE LIST MODEL

Item	Amount	Price
1) Silkscreen and Applicator (one for each community, or materials to build)		
2) Mimeograph Stencils (200 stencils for each community)		
3) Mimeograph Paper (A4 letter size or foolscap legal size, 9 reams of 500 sheets each for each class of 30 students in each community)		
4) Mimeograph Ink (4 tubes for each class of 30 students)		
5) Stencil Correction Fluid (1 bottle for each community)		
6) Masking Tape (1-2 centimetres wide, one roll for each community)		
7) Chalkboards (one big chalkboard for each classroom and one small chalkboard for each student, or flat plywood and chalkboard paint)		
8) Chalk (1, 600 sticks for each class of 30 students)		
9) Crayons (150 dark colours for each class of 30 students)		
10) Thick Crayons or Felt Pens (4 dark colours for each community)		
11) Excercise Books for Roll Books (at least 30 lines on each page with at least 90 pages each - 2 for each community)		
12) Photocopies (2 copies of Story Track Teachers' Guide, 2 copies of Workbook Track Teachers' Guide, 1 copy of Price List, copies of Certificates, etcetera)		
	Total Price	

Section 3B. THE FIRST TOUR

Aims:

1) To explain the program to all of the Possible Communities;
2) to set up a Literacy Committee in each community;
3) to work with community members and the Literacy Committee to begin to design Workbooks 2, 3, and 4 or to revise books already written and to design or revise an alphabet for the language;
4) to explain to the Literacy Committee the Six Step Plan which tells the communities the things that they will need to do before classes can begin; and
5) to try to get an idea of which community members will be teachers and students in the program.

How to carry out:

1) Make sure to bring on the First Tour:
   a) this book;
   b) a copy of the Beginning Plan that you filled out;
   c) copies of the Price List that you filled out for each Possible Community; and
   d) any literacy books already written for the language that could be used as Workbooks 2, 3, or 4.

2) When you arrive in a Possible Community for the first time during the First Tour, you should tell the people of the community who you are, what you plan to do, and how it can help individual members of the community and the community as a whole. You can use the Aims of the Program Section of the Beginning Plan or Chapter 1 of this book to do this. It is very important that you explain the aims of the program clearly to as many people as you can. If you do not speak the language of the community, find a community member who understands a language that you know to translate sentence by sentence what you say to the people and what the people are saying to you.

3) Hold a meeting where as many as possible of the community members who are interested in literacy can attend. Explain the plans that you have made for the program. Use the Beginning Plan as a guide. Try to talk about all of the sections in the Beginning Plan but do not waste too much time on any one section.

   Once you have explained your plan, ask the people present to choose a Literacy Committee to take charge of the program in the community. The members of the Literacy Committee should be people who are interested in literacy in their community and who are able to work together with all of the members of the community to do all that is needed to make their program a success. If for some reason it is not possible to form a Literacy Committee at once, gather the members of the community who are the most interested in literacy to serve as a **Temporary Literacy Committee** and explain that an **Official Literacy Committee** should be formed as soon as possible.

4) Meet with the members of the Literacy Committee and explain the Six Step Plan to them. Tell them the Six Steps that they will need to complete before they can begin literacy classes:

   Step 1: Form an **Official Literacy Committee.**

   Step 2: Work with the Coordinator and the Experienced Worker to design or revise an alphabet for their language and to give that alphabet their approval to be used in literacy books.

   Step 3: Make up a list of possible students for the coming year. Children younger that six years of age should never be allowed in literacy classes. Children who are six years old may find the classes too hard and may be put on the list only if they do not take the places of children who are seven years old or over. No community should start more than two classes in any year and no class should have more than 30 students in it.

Step 4: Choose four Possible Teachers to teach literacy classes. Of these four Possible Teachers, two will later be chosen as Program Teachers and the other two will be Standby Teachers. Explain that Possible Teachers must be able to read and write their own language. If the language has not been written, they must be able to read and write some other language.

Possible Teachers should be people who are very interested in the students and the program and who are willing to work for one or two hours each day, five days each week, for whatever pay their community can afford to give them. Explain that Possible Teachers should be respected members of the community and that they should not have anything to do outside of the community that would make it hard for them to come to class regularly. Anyone who is not able to come to class every day should not be chosen as a Possible Teacher. If it is possible, teachers should have at least completed primary school (or six years of formal education).

Tell the Literacy Committee that they are responsible for choosing Possible Teachers, and for making sure that they are in class every day. Explain that the first year of teaching is a Trial Year. Discipline of teachers is also the responsibility of the Literacy Committee.

Step 5: Provide all of the money and materials needed for literacy books, teachers, and students. Give the Literacy Committee a copy of the Price List that you have filled out. Explain that they must raise the total amount of money on the Price List before the Second Tour. Make sure to tell the Literacy Committee that the money must come from the community and can be raised in these ways:

a) **Community Projects**. Explain that a Community Project should be small and easy to manage. Community Projects should be started by community members themselves. Community Projects should involve as many community members as possible in work that they are used to doing, which can be done in a short time and does not need to be done very often. Ask Literacy Committee members to think of all the jobs that people in their communities do to make money. The Literacy Committee should choose one of these jobs that community members can do in a group for a few hours every month or a few days every few months to make enough money to pay for program costs.

Program costs include the money needed to buy all of the items on the Price List and to pay teachers for their work. Teachers should be paid an amount that the community can easily afford to pay regularly.

Some communities may only be able to pay teachers with food, fire wood, or other items that they can use.

If a community can afford to pay, it may wish to pay not only the two Program Teachers but also the two Standby Teachers. In such communities all four teachers can work together in the program, but the Program Teachers should always be in charge of the Standby Teachers and the Program Teachers should always be paid first, before the Standby Teachers.

b) **School Fees.** The Literacy Committee may collect School Fees from each student or from the family of each student. The literacy Committee decides on how much money each student must pay in order to attend literacy classes. School Fees should be collected only once in a year and must be collected at the very beginning of Term 1. School Fees should be set at an amount that students or their families can easily afford to pay.

c) Most communities will probably need to use both Community Projects and School Fees to pay for the costs of their program. If a community has money from outside of the community, it should use that money to start a Community Project, rather than to pay for program costs, so that the community can cover the costs regularly in the future.

d) Some communities may have some of the items on the Price List already. If they do, the price of these items can be taken away from the total price. If a community has other materials that can replace the items on the Price List, these may be used. If there is a school in the community, the Literacy Committee should ask the school authorities if they have materials or classrooms that they would be willing to give away or lend to the literacy program.

All members of the community should begin at once to collect and save all papers, cartons, and other materials that students will be able to write on with crayons or chalk. Community members should also try to find pieces of smooth glass or mirror and pens (biros) that have run out of ink to be used for printing books. If there are any pieces of smooth louvre glass in the community, ask the owner if you can borrow some of them to use during the time of the Training Course. If a stapler and staples cannot be found to bind the books printed at the Training Course, the community should have needles and thread ready to be used for binding. A small amount of kerosene for cleaning the silkscreen printer will also be needed.

Step 6: Find a place in the community where literacy classes can be held.

5) Tell the Literacy Committee the date of the Second Tour and explain that they must have completed all of the steps in the Six Step Plan by that time.

During the Second Tour you will return to their community to:

a) make sure that an Offical Literacy Committee has been formed;
b) make sure that the Literacy Committee has approved an alphabet for their language;
c) make sure that a list of possible students has been made up;
d) make sure that four Possible Teachers have been chosen and test the Possible Teachers to see if they can read and write;
e) make sure that the money for all of the items on the Price List has been collected; and
f) make sure that the community has a place or places set aside to be used as classrooms for literacy classes.

Explain to the Literacy Committee that if they have completed all of the six steps by the date of the Second Tour, they will be able to send their four Possible Teachers to the Training Course and that they will be able to start classes within the year. Tell the Literacy Committee that if they have not completed the six steps, they must wait until the next year to try to begin their program and they may send Possible Teachers to the Training Course as Observers only.

6) Make sure to find out the best way to stay in contact with the Literacy Committee between the First Tour and the Second Tour. Tell the Literacy Committee members how they can contact you if they have any problems.

7) Sit down with a few members of the community who can read and write, or who are interested in language to talk about how their language is now being written, or, if it is not written, how it should be written. Use the steps in the Alphabet Guide at the end of this book to work with them and the Experienced Worker (if you have an Experienced Worker with you) to begin to design or revise an alphabet for the language.

8) Next, use the steps in the Workbook Writing Guide at the end of this book, to work with interested community members and the Experienced Worker (if you have an Experienced Worker with you) to begin to design Workbooks 2, 3, and 4 for the language, or to revise and adapt literacy books already written for the language to be used in the Workbook Track of the Multi-Strategy Method.

9) If you can, talk to the people who are likely to be chosen as Possible Teachers. Explain to them that:
    a) only two of the four Possible Teachers will be chosen to be Program Teachers to teach the classes;
    b) teachers must come to class every day;
    c) teachers will work one to two hours each day, five days each week;
    d) all four Possible Teachers will attend a Training Course for four to six weeks;
    e) teachers will only be paid the amount that the community can afford to pay them;
    f) the first year of teaching will be a Trial Year;
    g) teachers must be able to read and write well; and
    h) the Literacy Committee is fully responsible for choosing teachers, looking after teachers' needs, and disciplining teachers.

10) You may need to visit some communities more than once to do all of the work of the First Tour with them. If you have more than one Possible Community, you can divide the work on the alphabet and Workbooks 2, 3, and 4 among the visits you make to different communities, since all of the communities you will be visiting will speak the same language.

11) When the First Tour is finished, begin at once to prepare for the Second Tour. Read over the next section of this guide as soon as you can and make a list of the things that you have not yet done.

Section 3C. THE SECOND TOUR

Aims:

1) To make sure that the Literacy Committee in each of the Possible Communities has completed the Six Step Plan of all the things their community needs to do before literacy classes can begin;
2) to test the Possible Teachers in each Possible Community to make sure that all of them can read and write;
3) to decide which one or, at most, two of the Possible Communities can become **Program Communities** and begin classes within the year; and
4) to explain to the teachers of the **Program Communities** what they need to do to prepare for the Training Course.

How to carry out:

1) Make sure that the Second Tour begins at least two months before classes start. Arrange all transport for the Second Tour as soon as possible. Plan the dates to allow for at least two visits to each community, in case extra meetings with the Literacy Committees are needed.

2) At least one month before the beginning of the Second Tour, you should send a copy of the Alphabet Book that you have prepared for the language (see the Alphabet Guide at the end of this book) to the Literacy Committee in each Possible Community. If you are working with an Experienced Worker on the alphabet, make sure that he or she has checked the Alphabet Book before you send it.

3) Along with the Alphabet Book, you should send messages to the Literacy Committees in all of the Possible Communities that you plan to visit during the Second Tour, telling them when you plan to visit them and what you will be doing when you arrive. Make sure to explain to them that they will need to make any corrections to the Alphabet Book that you are sending to them, and that they will need to aprove the Alphabet Book with their corrections before you come on the Second Tour.

   You should make it very clear that on the Second Tour you will check to make sure that each community has carried out the Six Step Plan, that is, that each community has:

   a) formed an Official Literacy Committee which should be ready to meet you when you come on the Second Tour;
   b) approved an alphabet;
   c) made up a list of the names of possible students;
   d) chosen four Possible Teachers who should be ready to meet you when you come on the Second Tour;
   e) collected all of the money to buy all of the items on the Price List and have it ready to give to you; and
   f) set aside a place or places in the community to be used for literacy classes.

   In your message explain that communities who have not completed these six steps will not be able to start literacy classes within the year.

4) Find or write out a story of at least 15 sentences in the language of the Possible Communities. Make sure to write the story clearly to carry with you on the Second Tour to use to test the Possible Teachers. If you do not speak the language, find a speaker of that language to help you to write the story before you start the Second Tour. If this is not possible, you will need to sit down with a member of the first Literacy Committee that you visit on the Second Tour and write the story out, using the approved alphabet for the language.

5) Make a first visit to each of the Possible Communities to find out if each community has completed the Six Step Plan. During this first visit on the Second Tour you will not tell the Possible Communities whether or not they can begin classes within the year. You will not be able to decide which one or two of the Possible Communities will start literacy classes until you have made at least one Second Tour visit to all of the Possible Communities. On this visit you should carry a notebook and a pen (biro) to gather as much information as possible about whether or not each Possible Community has completed the Six Step Plan.

6) When you arrive in each Possible Community on the Second Tour, you should meet with the members of the Literacy Committee and other community members to see what they have done. Write as many notes as possible about what the community has done to complete each step of the Six Step Plan:

   Step 1: **Form an Offical Literacy Committee.** Try to get a list of the names of the Literacy Committee members in each community.

   Step 2: **Approve an alphabet.** Ask the Literacy Committee members whether they approve of the Alphabet Book that you sent them or whether they want to change some parts of it. Try to work out each change with them at once. Do not allow small differences of opinion to put off approving the Alphabet Book and allow the Literacy Committee to have its way on any point that it feels very strongly about.

   Step 3: **Make up a list of the names of possible students.** Write down the number of expected students and whether they are adults or children. If they are children, make sure that none of them are under six years of age and that as many of them as possible are seven years old or older.

Step 4: **Choose four Possible Teachers.** Write down the name of each Possible Teacher that the Literacy Committee has chosen. If these Possible Teachers are not present, make sure that they have been told to come to meet you during your visit.

Step 5: **Collect all of the money to buy all of the items on the Price List.** Write down how much money the Literacy Committee has collected and write down what plans have been made to pay teachers regularly.

Step 6: **Set aside a place in the community for literacy classes.** Make sure that the Literacy Committee has found a place or places in the community to be used for literacy classes.

7) If any of the six steps have not been completed, ask the Literacy Committee if they have made plans to carry out these steps and how soon each step can be completed.

8) Do not make any decisions at this time about which Possible Communities can become **Program Communities.** Explain to the Literacy Committee members that you will send them a message telling them if their community has not been chosen to start classes within the year. Tell them that if their community is chosen to be a **Program Community,** you will visit them again soon to tell them and all of their Possible Teachers about the Training Course and about starting literacy classes.

9) Meet with the Possible Teachers. Write down their names and how many years of formal schooling that each Possible Teacher has had.

10) Test each Possible Teacher to see how well he or she can read. Have each teacher read a few of the sentences of the story that you have prepared for the test. Do not have all of the teachers read the same sentences in the story. If a Possible Teacher is not able to read naturally and fairly quickly, the Literacy Committee should find someone else to take his or her place at once.

Now have the Possible Teachers write a few sentences in any language that they know. Ask the Possible Teachers to write as clearly as possible, and to use the type of letters or characters that is usually used when teaching reading and writing (for example, printed letters instead of cursive longhand letters). If a Possible Teacher is not able to write clearly and fairly quickly, the Literacy Committee should find someone else to take his or her place at once.

If there are no readers or writers in the community, you may not start a Local Language Literacy Program there unless:

a) you do not start classes in any other communities that year;
b) you or an Experienced Worker knows the language of the community well enough to teach a literacy class;
c) you or an Experienced Worker is able to teach the class two hours each day for five days each week for at least six to nine months during the first year;
d) no children attend the class during the first year; and
e) you train at least two of the adults who learn to read and write in the first year to become Program Teachers in the second year.

11) Explain to all of the Possible Teachers that:

a) only two of the four Possible Teachers will be chosen to be Program Teachers to teach the classes;
b) teachers must come to class every day;
c) teachers will work one to two hours each day, five days each week;
d) all four Possible Teachers will attend a Training Course for four to six weeks;
e) teachers will only be paid the amount that the community can afford to pay them;
f) the first year of teaching will be a Trial Year;

g) teachers must be able to read and write well; and
h) the Literacy Committee is fully responsible for choosing teachers, looking after teachers' needs, and disciplining teachers.

Ask the Possible Teachers if they understand all of these conditions and whether they will be able to accept them. If any Possible Teacher is not able to accept these conditions, the Literacy Committee should find someone to take his or her place at once.

12) Once you have visited all of the Possible Communities at least once during the Second Tour, you should try to choose which one or two Possible Communities will become Program Communities. Use these guidelines for your choice:

a) If only one of the Possible Communities has carried out all of the steps in the Six Step Plan, choose that community to be the Program Community.
b) If two of the Possible Communities have carried out all of the steps in the Six Step Plan, you should choose both of these commuinities to be Program Communities. If you are only able to have one Program Community, choose the one of these two communities that, in your opinion, has the best chance to start a program with sucess and keep it going in the future.
c) If three or four of the Possible Communities have carried out all of the steps in the Six Step Plan, you should choose the two communities that, in your opinion, have the best chance to start a program with success and keep it going in the future. If you are only able to have one Program Community, choose only one community.
c) If none of the Possible Communities has carried out all of the steps in the Six Step Plan, there will be no Program Communities. If this is the case you can either:

start the whole program again, following all of the steps with other Possible Communities;

or

choose one **Trial Community** from the Possible Communities that you have been working with so far.

To choose a Trial Community, look carefully at your Second Tour notes to see which Possible Communities have done the most to complete the six steps. Of the Possible Communities that have done the most, choose the one that, in your opinion, has the best chance to complete the Six Step Plan as soon as possible and to start a program with success and keep it going in the future. You must not choose more than one community to be a Trial Community. When working with a Trial Community, you should plan to do more than the steps listed in this guide to make the Trial Community's program a success.

13) If you have no Program Communities and you have chosen a Trial Community, visit the Trial Community at once, and help their Literacy Committee to carry out the steps in the Six Step Plan as soon as possible. Once a Trial Community has completed the six steps of the plan, you should follow all of the steps listed for Program Communities in the rest of this guide with your Trial Community, but you should plan to give the Trial Community extra time and extra effort to make its program a success.

14) Return to the one or two Program Communities that you have chosen. Tell the Literacy Committee and all of the Possible Teachers in each community that their community is now a Program Community, and that they will be starting literacy classes soon.

Explain where and when the Training Course will be taught. Make it clear that all four of the Possible Teachers from each community must attend the Training Course from four to six weeks. Each teacher should bring a pencil or pen (biro) and a small book for taking notes to the Training Course. If part of the Training Course will be held outside of the community, the Possible Teachers should make arrangements for their own travel, housing, and food as much as possible. For any part of the Training Course that will be held in the community, begin to arrange with the Literacy Committee for a place to hold the Training Course and for the housing and food for Trainers and Possible Teachers from outside of the community, where this is possible.

15) Collect the money that the Literacy Committee has raised for the items on the Price List in order to buy materials for the Training Course and the beginning of classes. Arrange to have all materials that the Literacy Committee has said it would provide ready when they are needed. For example, if the community is building its own silkscreen printer, the printer must be ready by the beginning of the Training Course, so that the Possible Teachers can use it to print books at the course.

    The Literacy Committee and the Possible Teachers should tell all of the students or their families the date of the beginning of classes as soon as possible, and remind them about School Fees and work that they will need to do in Community Projects to support their literacy classes. All members of the community should be collecting any papers, cartons, and other materials that students can use to write on. Each teacher should try to find a pen (biro) that has run out of ink and a smooth piece of glass or mirror to use for cutting stencils. If a stapler and staples cannot be found to bind the books printed at the Training Course, the teachers should have needles and thread ready to be used for binding.

16) Send messages to the Literacy Committees in all of the Possible Communities that you did not choose as Program Communities. Explain:
    a) that their community was not chosen (if possible, explain why);
    b) that they will not start classes within the year but that they can try again to become Program Communities in the next year;
    c) that they may send one or two of their Possible Teachers as Observers only to the Training Course; and
    d) that they should put any money raised for their program into a bank account or use it to start a Community Project for the next year.

17) When the Second Tour is finished, begin at once to prepare for the Training Course. Read the next section of this guide as soon as you can and make a list of the things that you have not yet done.

Section 4. TRAINING TEACHERS, WRITING BOOKS, AND BEGINNING CLASSES

Note:

Section 4A and Section 4B of this guide should be used by all of the Trainers at the Training Courses, including the Coordinator, an Experienced Worker or any Program Teachers who are being trained as Trainers.

Section 4A. ORGANIZING FOR THE TRAINING COURSE, WRITING BOOKS, AND THE BEGINNING OF CLASSES

Aim:

To make sure that everything is prepared for the Training Course and the beginning of classes.

How to carry out:

1) Read this section carefully along with the Book Writing Guides at the end of this book. Make sure that you understand all of the points. Be sure to look at Plans 5, 6, 7, 8, 9, 10, and 11.

2) Make sure that all of the materials needed for training teachers and printing books have been bought with the money that you collected on the Second Tour. During the Training Course each community will need:

    a) 1 silkscreen printer and applicator;
    b) 200 mimeograph stencils;
    c) 9 reams of mimeograph paper for each class, 500 sheets in each ream;
    d) 4 tubes of mimeograph ink;
    e) 1 bottle of stencil correction fluid;
    f) 1 roll of masking tape;
    g) 2 copies of the Story Track Teachers' Guide at the end of this book;
    h) 2 copies of the Workbook Track Teachers' Guide at the end of this book;
    i) 2 excercise books with at least 90 pages each and 30 lines on each page to be used as Roll Books;
    j) 4 pens (biros) with no ink left in them;
    k) 4 pieces of smooth glass or mirror about the size of this page;
    l) a small amount of kerosene; and
    m) a stapler and staples or needles and thread.

3) Make sure that you or the Experienced Worker has prepared Workbooks 2, 3, and 4 for checking with the Possible Teachers (see the Workbook Writing Guide at the end of this book). Remember that there should be only one new language included in each Training Course.

    After the first year, there may be new communities at the Training Course who speak the same language as one of the communities that has already printed its Story Books and Workbooks at another Training Course. In this case, make sure to bring at least one copy each of all of the Story Books and Workbooks for that language to the Training Course for the new community to use as Models for tracing stencils. If this is not possible, find the old Models used for these books in your files and bring them to the Training Course.

4) Make sure that you or the Experienced Worker has prepared the extra Letter Boxes for the language of the Training Course (see the Workbook Track Teachers' Guide at the end of this book.)

5) Make sure that there is a copy of this book for each of the Trainers at the Training Course and a copy of the Alphabet Book for the language of each community at the Training Course.

6) Find at least two Trainers for the Training Course. In the first year of a Local Language Literacy Program, you will need only two Trainers, since there will be only one or two new communities. You should be one of the Trainers and the other Trainer may be either an Experienced Worker or a trained Coordinator or Program Teacher from another Local Language Literacy Program. After the first year of a program, there should be one new Trainer for each new community at the Training Course. These Trainers should be Program Teachers with Certificates who have been teaching in your program during the past year or before.

7) Make sure that your Trainers can attend the Training Course on the date and at the place you have planned. If an Experienced Worker will be a Trainer, he or she will need to attend only the first four weeks of the Training Course. All other Trainers must attend the whole Training Course.

8) Make sure that you have set the date and the place of the Training Course correctly.

If there is only one new community at the Training Course, that community will be called the **Host Community** and the course should be held in that community, starting 12 working days before the beginning of classes and lasting for four weeks.

If there are two or more new communities at the Training Course, it should last for six weeks. The first four weeks of the Training Course will be held in one of the new communities, which will be the **Host Community**, and the last two weeks will be held in the other new communities, which will be called the **Other Communities.** This Training Course should start 12 working days before classes begin in the Host Community, where the first four weeks of the Training Course will be held, and 22 working days before classes begin in the Other Communities.

The Trainers should plan to spend two extra days at the end of the Fourth Week in the Host Community if there is some work that is not yet finished. If the Training Course will last six weeks, one Trainer should plan to spend the first two days of the Fifth Week in the Host Community, while the other Trainers go along with the teachers from the other new communities to organize their students to start classes on the third day of the Fifth Week of the Training Course.

9) Make sure that you have found out whether the Host Community is ready for the Training Course. Go to the new community where the first four weeks of the Training Course will be held and meet with the Literacy Committee members. Make sure that they can have ready:

a) a place to hold the Training Course where there is a big chalkboard and a place for all of the new teachers to sit and write (this may be the classroom where literacy classes will be taught);
b) housing and food for the Trainers and any new teachers from the other new communities for four weeks (making sure to pay for food whenever possible);
c) a way to transport all of the materials needed for the Training Course to the community by the first day of the Training Course;
d) a safe place to keep the materials for the whole four weeks;
e) all of the students to begin classes on Day 13 of the Training Course; and
f) their four Possible Teachers to attend the Training Course, each bringing a pen (biro) or pencil and a small book for taking notes.

Check around the community to see if there are any pieces of smooth glass or mirror for each Possible Teacher to use during the Training Course. If there are smooth louvre glass windows in the community, ask the owner if some of these can be borrowed for the Training Course. If a stapler and staples cannot be found to bind the books printed at the Training Course, the community should have needles and thread ready to be used for binding. A small amount of kerosene will also be needed for cleaning the silkscreen printer.

If this community cannot do these things, work with the Literacy Committee to solve as many problems as you can, or, if there is more than one community, try to make one of these the Host Community.

10) Go to any other new communities, where the Fifth and Sixth Weeks of the Training Course will be held and meet with the Literacy Committee members. Make sure that they can have ready:

a) their four Possible Teachers to attend the first four weeks of the Training Course in the Host Community and the last two weeks in their own community, each bringing a pen (biro) or pencil and a small book for taking notes;
b) a place to start literacy classes;
c) a way to transport all of the materials for the classes to the community and a safe place to keep them;

  - d) all of their students ready by Day 23 of the Training Course (the third day of the Fifth Week) to begin classes; and
  - e) housing and food for the Trainer for two weeks (making sure to pay for food whenever possible).

11) During the Training Course, you should be watching the Possible Teachers very closely to help them to correct any problems that they are having and so that you will be able to choose;

  - a) which fo the Possible Teachers will be Story Track teachers and which will be Workbook Track teachers; and
  - b) to choose which of the Possible Teachers from each community will be the Program Teachers.

12) During the Training Course, you should be watching the Literacy Committee members very closely to see if they are going ahead with all of the preparations needed for starting classes and keeping the classes going; such as making sure that students come for the first days of classes, making sure that students pay their School Fees, and making sure that community members will work on Community Projects.

13) As soon as you are able, you should gather the new teachers who speak the new language of the Training Course to check over the Models that you have made for Workbooks 2, 3, and 4. You may also wish to gather the Possible Teachers who speak any language that already has books printed for it, to check these books for corrections.

14) Before the Training Course begins, you should divide the place that the Host Community has set aside for the Training Course into work tables. Each Trainer should look after a different work table. Each Program Community should have one table or a set of desks pushed together to be used as a work table. The work table should be big enough so that all of the Possible Teachers and Observers can take notes at lectures and so that each Program Community can set up its silkscreen printer on it. Every Possible Teacher should be sitting at the same work table as the other Possible Teachers from his or her own community. Each work table should have at least four Possible Teachers sitting around it. Each work table should have about the same number of people sitting at it. Observers should divide themselves among the work tables of the different Program Communities to make the numbers equal. All desks, chairs, and other items in the room that are not being used for the work tables should be moved out of the room or as far away from the work tables as possible. The chalkboard should be easily seen from each work table.

15) **Observers** should take part in the Training Course as much as possible and help the Possible Teachers to print their books. Observers may not print books for their own communities at this Training Course, since they will not have paid for any of the materials used.

16) Look carefully at Plan 5 at the end of this section. Plan 5 is the plan for the whole Training Course. If there is only one Program Community at the Training Course, the course will only last for four weeks (Day 1 to Day 20). If there is more than one Program Community at the Training Course, the course will last for all of the six weeks (Day 1 to Day 30) shown in the plan.

17) Note these important days on Plan 5:

Day 1 **Cutting Stencils and Printing Sessions** begin. Make sure that all materials are ready. Have two copies of each Teachers' Guide ready for each table so that the Possible Teachers can make Models from the Model Pages.

Day 3 **Teach and Do Sessions** begin. Make sure that there is a copy of the Teachers' Guides for each Trainer. Begin to choose which of the Possible Teachers will be good Story Track teachers and which will be good Workbook Track teachers.

Day 10 **Drilling Sessions** begin. Divide the Possible Teachers from each community into two tracks. Two Possible Teachers from each community should train to teach the Story Track and the two other Possible Teachers from the community should train to teach the Workbook Track. Make sure you have a copy of the Story Track Teachers' Guide ready to give each Possible Teacher chosen for the Story Track and a copy of the Workbook Track Teachers' Guide ready to give each Possible Teacher chosen for the Workbook Track.

Days 11 and 12

Prepare for **Trial Class Sessions** in the Host Community on Day 13. The Possible Teachers from the Host Community should get their students ready to begin classes on Day 13.

Day 13 Trial Class Sessions begin in the Host Community. Begin to choose which one of the two Possible Teachers chosen as Story Track teachers from the Host Community will become the Program Teacher for the Story Track in the Host Community. Begin to choose which one of the two Possible Teachers chosen as Workbook Track Teachers from the Host Community will become the Program Teacher for the Workbook Track in the Host Community.

Day 15 Choose the two Program Teachers for the Host Community.

Day 16 **Getting Started Week** of Term 1 begins in the Host Community.

Day 20 Training Course ends in the Host Community. The Trainer meets with the Host Community Program Teachers for a **Checking Visit**.

Days 21 and 22

Prepare for **Trial Class Sessions** in the other new communities on Day 23. The Possible Teachers from the Other Communities should go to their communities and get their students ready to begin classes on Day 23. One Trainer should go along with each group of Possible Teachers from the Other Communities at this time. One Trainer may stay behind in the Host Community to finish up any work left over from the first four weeks.

Day 23 Trial Class Sessions begin in the Other Communities. Begin to choose which one of the two Possible Teachers chosen as Story Track teachers from each community will become the Program Teacher for the Story Track in each of the Other Communities. Begin to choose which one of the two Possible Teachers chosen as Workbook Track teachers from each community will become the Program Teacher for the Workbook Track in each of the Other Communities.

Day 25 Choose the two Program Teachers for each of the Other Communities.

Day 26 **Getting Started Week** of Term 1 begins in the Other Communities.

Day 30 Training Course ends in the Other Communities. The Trainers meet with the Program Teachers from each of the Other Communities for Checking Visits.

Plan 5. Training Course Plan

Programs with 1 new community, use 1st, 2nd, 3rd, and 4th Weeks only. Other Programs use all 6 Weeks.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1 **Host Community**	**Day 1** Training Course Begins Lectures and Printing	**Day 2** Lectures and Printing	**Day 3** Lecture and Teach and Do	**Day 4** Lecture and Printing	**Day 5** Printing
WEEK 2 **Host Community**	**Day 6** Teach and Do and Printing	**Day 7** Printing	**Day 8** Teach and Do and Printing	**Day 9** Lecture and Printing	**Day 10** Drilling Begins Possible Teachers Divide into 2 Tracks Printing
WEEK 3 **Host Community**	**Day 11** Get Students Ready for Day 13 Drilling and Printing	**Day 12** Get Students Ready for Day 13 Drilling and Printing	**Day 13** Classes Begin Trial Classes and Printing	**Day 14** Trial Classes and Printing	**Day 15** Trial Classes and Printing Choose Program Teachers
WEEK 4 **Host Community**	**Day 16** Trial Classes and Printing Getting Started Week of Term 1 begins	**Day 17** Trial Classes and Printing	**Day 18** Trial Classes and Printing	**Day 19** Trial Classes and Printing	**Day 20** Host Community Training Course Ends Checking Visit
WEEK 5 **Host Community**	**Day 21** Extra work day	**Day 22** Extra work day	**Day 23**	**Day 24**	**Day 25**
Other Communities	Get Students Ready for Day 23	Get Students Ready for Day 23	Classes Begin Training Course Begins	Trial Classes and Printing	Trial Classes and Printing Choose Program Teachers
WEEK 6 **Other Communities**	**Day 26** Trial Classes and Extra Work Time Getting Started Week of Term 1 Begins	**Day 27** Trial Classes and Extra Work Time	**Day 28** Trial Classes and Extra Work Time	**Day 29** Trial Classes and Extra Work Time	**Day 30** Trial Classes Training Course Ends Checking Visit

Section 4B. TEACHING THE TRAINING COURSE, WRITING BOOKS, AND THE BEGINNING OF CLASSES

Aims:

1) To make sure that all of the Possible Teachers can read and write their own language well;
2) to write and print the books that the teachers will use in their classes;
3) to train teachers to use the Multi-Strategy Method;
4) to begin literacy classes;
5) to train Trainers to teach Training Courses in the future; and
6) to carry out the first Checking Visit in each new community.

How to carry out:

1) **Training Course Sessions.** Look carefully at Plans 6, 7, 8, 9, 10, and 11 at the end of this Section. These plans list the Sessions that you will teach on each day of each week of the Training Course. Each day has four Sessions. Each Session lasts for two hours. There are two Sessions each morning and two Sessions each afternoon, after a one-hour break at midday.

   There are eight types of Sessions:
   a) Lecture (First Week only);
   b) Lecture and Practice (First, Second, and Third Weeks only);
   c) Cutting Stencils (all weeks);
   d) Printing (all weeks);
   e) Teach and Do (First and Second Weeks only);
   f) Drilling (Second and Third Weeks only);
   g) Trial Class (Third, Fourth, Fifth, and Sixth Weeks); and
   h) Problem Solving and Drilling (Third, Fourth, Fifth, and Sixth Weeks).

2) **What to teach in the Training Course Sessions.**

   First Week. Day 1 to Day 5 (see Plan 6)

   Day 1
   Session 1.1 Lecture: What is the Training Course?
   The main aim of this Lecture is to give all of the Possible Teachers and Observers at the Training Course an idea of how the Training Course is set up. In this Lecture, the Coordinator should make sure to:

   a) have the Trainers introduce themselves to the Possible Teachers and Observers;
   b) have the Possible Teachers and Observers introduce themselves to each other and to the Trainers;
   c) seat all of the Possible Teachers and Observers at work tables (see Section 4A, step 14 of this guide);
   d) explain to the Possible Teachers and Observers from outside of the Host Community that they are guests of the Host Community and that they should show respect and gratitude to their hosts at all times;
   e) explain that the Training Course was set up with very little money and that the Possible Teachers and Observers from outside of the Host Community should try to give Host Community members any help they can in exchange for housing and food;
   f) explain the important days of the Training Course to the Possible Teachers and Observers and tell them that they must attend the Training Course every day (see step 17 and Plan 5 at the end of Section 4A of this guide);

g) explain how the days of the Training Course are divided into Sessions and tell the Possible Teachers and Observers that they must be on time for all Sessions (see Step 1 of this Section of this guide);
h) find out if each Possible Teacher has brought a pen (biro) or pencil and a small book for taking notes; and
i) have each Possible Teacher and each Observer write his or her name, community, and the last year of formal schooling that he or she completed on a piece of paper and hand it in to you as soon as possible.

Session 1.2 Lecture and Practice: Writing Stories
To teach this Session, use the Writing Stories Guide at the end of this book and read step 3b of this Section.

Session 1.3 Lecture and Practice: Cutting Stencils
To teach this Session, use the Cutting Stencils Guide at the end of this book and read step 3b of this Section.

Session 1.4 Finish Writing Stories and Cutting Stencils
Teach in the same way as Sessions 1.2 and 1.3.

Day 2
Session 2.1 Lecture: What is a Local Language Literacy Program?
To teach this Session, use Chapter 1 all sections, and Chapter 2 Section 1, and read step 3a of this Section.

Session 2.2 Lecture and Practice: Silkscreen Printing
To teach this Session, use the Silkscreen Printing Guide at the end of this book and read step 3b of this Section.

Sessions 2.3 and 2.4 Printing: Listening Stories
To teach this Session, read steps 3c and 3d of this Section. Save the Listening Stories that you print in these Sessions to put into the Listening Story Book that you will print on Day 19.

Day 3
Session 3.1 Lecture: What is the Story Track?
To teach this Session, use Chapter 2 Sections 2A, 2B, and 2C and read step 3a of this Section.

Sessions 3.2, 3.3, and 3.4 Teach and Do: Story Track Lessons
To teach these Sessions, use Chapter 2 Section 2D, Plan 1, and the Story Track Teachers' Guide at the end of this book, and read step 3e of this Section.

Day 4
Session 4.1 Lecture: What is the Workbook Track?
To teach this Session, use Chapter 2, Sections 3A, 3B, and 3C and read step 3a of this Section.

Sessions 4.2, 4.3, and 4.4 Cutting Stencils and Printing: Workbook 1
To teach this Session, read steps 3c and 3d of this Section, and see the Cutting Stencils Guide, the Silkscreen Printing Guide, and the Workbook Writing Guide at the end of this book, and the Models and examples at the end of the Workbook Track Teachers' Guide.

Day 5
Sessions 5.1, 5.2, 5.3, and 5.4 Cutting Stencils and Printing: Workbook 1 and Workbook 2
To teach this Session, read steps 3c and 3d at the end of this Section and see the Cutting Stencils Guide, the Silkscreen Printing Guide, and the Workbook Writing Guide at the end of this book, and the Models and examples at the end of the Workbook Track Teachers' Guide.

Second Week. Day 6 to Day 10 (see Plan 7)

Day 6
Sessions 6.1 and 6.2 Teach and Do: Workbook Track Lessons for Term 1
To teach these Sessions, use Chapter 2 Section 3D, Plans 2 and 3, and the Workbook Track Teachers' Guide for Term 1 at the end of this book, and read step 3e of this Section.

Sessions 6.3 and 6.4 Finish Printing: Workbook 1 and Workbook 2
To teach these Sessions, read steps 3c and 3d of this Section and see the Silkscreen Printing Guide at the end of this book.

Day 7
Sessions 7.1, 7.2, 7.3, and 7.4 Cutting Stencils and Printing: Workbook 3
To teach these Sessions, read steps 3c and 3d of this Section.

Day 8
Sessions 8.1 and 8.2 Teach and Do: Workbook Track Lessons for Terms 2, 3, and 4
To teach these Sessions, use Chapter 2 Section 3D, Plan 4, and the Workbook Track Teachers' Guide for Terms 2, 3, and 4 at the end of this book, and read step 3e of this Section.

Sessions 8.3 and 8.4 Cutting Stencils and Printing: Workbook 4 and Workbook 3
To teach these Sessions, read steps 3c and 3d of this Section, and see the Cutting Stencils Guide, the Silkscreen Printing Guide, and the Workbook Writing Guide at the end of this book, and the Models and examples at the end of the Workbook Track Teachers' Guide.

Day 9
Sessions 9.1 and 9.2 Lecture and Practice: Cutting Stencils for Story Books
To teach these Sessions, use the Story Book Writing Guide and the Cutting Stencils Guide at the end of this book, and the Models and examples at the end of the Story Track Teachers' Guide, and read step 3b of this Section.

Sessions 9.3 and 9.4 Printing: First Set of Story Books for Terms 1 and 2
To teach these Sessions, read steps 3c and 3d of this Section, and see the Silkscreen Printing Guide at the end of this book.

Day 10
Sessions 10.1, 10.2, and 10.3 Drilling
To teach these Sessions, use the Teachers' Guides at the end of this book, Chapter 2 Sections 2D and 3D, and Plans 1, 2, 3, and 4, and read step 3f of this Section.

Session 10.4 Finish Printing: Story Books and Workbooks 1, 2, and 3
To teach this Session, read steps 3c and 3d of this Section, and see the Silkscreen Printing Guide at the end of this book.

Third Week. Day 11 to Day 15 (see Plan 8)

Day 11
Sessions 11.1, 11.2, and 11.3 Drilling
To teach these Sessions, use the Teachers' Guides at the end of this book, Chapter 2 Sections 2D and 3D, and Plans 1, 2, 3, and 4, and read step 3f of this Section.

Session 11.4 Printing: Workbook 4
To teach this Session, read steps 3c and 3d of this Section, and see the Silkscreen Printing Guide at the end of this book.

Day 12

Sessions 12.1 and 12.2 Drilling

To teach these Sessions, use the Teachers' Guides at the end of this book, Chapter 2 Sections 2D and 3D, and Plans 1, 2, 3, and 4, and read step 3f of this Section.

Session 12.3 Lecture and Practice: Prepare to Get Started

To teach this Session, use Section 5 steps 1, 2, 3, and 4 of this guide, and read step 3b of this Section.

Session 12.4 Printing: Workbook 4

To teach this Session, read steps 3c and 3d of this Section, and see the Silkscreen Printing Guide at the end of this book.

Day 13

Sessions 13.1 and 13.2 Trial Class and Problem Solving and Drilling

To teach these Sessions, read steps 3g and 3h of this Section.

Sessions 13.3 and 13.4 Cutting Stencils and Printing: Second Set of Story Books for Terms 1 and 2 and Workbook 4

To teach these Sessions, read steps 3c and 3d of this Section, and see the Cutting Stencils Guide, the Silkscreen Printing Guide, and the Story Book Writing Guide at the end of this book, and the Models and examples at the end of the Story Track Teachers' Guide.

Day 14

Sessions 14.1 and 14.2 Trial Class and Problem Solving and Drilling

To teach these Sessions, read steps 3g and 3h of this Section.

Sessions 14.3 and 14.4 Cutting Stencils and Printing: Second and Third Set of Story Books for Terms 1 and 2

To teach these Sessions, read steps 3c and 3d of this Section, and see the Cutting Stencils Guide, the Silkscreen Printing Guide, and the Story Book Writing Guide at the end of this book, and the Models and examples at the end of the Story Track Teachers' Guide.

Day 15

Sessions 15.1 and 15.2 Trial Class and Problem Solving and Drilling

To teach these Sessions, read steps 3g and 3h of this Section.

Sessions 15.3 and 15.4 Cutting Stencils and Printing: Third Set of Story Books for Terms 1 and 2, and First Set of Story Books for Terms 3 and 4

To teach these Sessions, read steps 3c and 3d of this Section, and see the Cutting Stencils Guide, the Silkscreen Printing Guide, and the Story Book Writing Guide at the end of this book, and the Models and examples at the end of the Story Track Teachers' Guide.

Fourth Week. Day 16 to Day 20 (see Plan 9)

Days 16, 17, 18, 19, and 20

Teach all of these days in the same way.

Sessions 1 and 2. Trial Class and Problem Solving and Drilling

To teach these Sessions, read steps 3g and 3h of this Section.

Sessions 3 and 4. Cutting Stencils and Printing: First and Second Set of Story Books for Terms 3 and 4, and Listening Stories 1 to 32.
To teach these Sessions, read steps 3c and 3d of this Section. Be sure to include the Listening Stories printed in Session 2.4 in the Listening Story Books. See the Writing Stories Guide, the Cutting Stencils Guide, and the Silkscreen Printing Guide at the end of this book, and the Models and examples at the end of the Story Track Teachers' Guide.

Fifth Week. Day 21 to Day 25 (see Plan 10)

Day 21 and Day 22
Prepare for Trial Class Sessions and the beginning of classes in the Other Communities, and carry out Regular Classes and Extra Work Days in the Host Community.

Day 23
Sessions 23.1 and 23.2 Trial Class and Problem Solving and Drilling
To teach these Sessions, read steps 3g and 3h of this Section.

Sessions 23.3 and 23.4 Cutting Stencils and Printing: Listening Stories 33 to 48
To teach these Sessions, read steps 3c and 3d of this Section. See the Writing Stories Guide, the Cutting Stencils Guide, and the Silkscreen Printing Guide at the end of this book, and the Models and examples at the end of the Story Track Teachers' Guide.

Day 24 and Day 25
Teach both of these days in the same way.

Sessions 1 and 2. Trial Class and Problem Solving and Drilling
To teach these Sessions, read steps 3g and 3h of this Section.

Sessions 3 and 4. Cutting Stencils and Printing: Listening Stories 49 to 64
To teach these Sessions, read steps 3c and 3d of this Section. See the Writing Stories Guide, the Cutting Stencils Guide, and the Silkscreen Printing Guide at the end of this book, and the Models and examples at the end of the Story Track Teachers' Guide.

Sixth Week. Day 26 to Day 30 (see Plan 11)

Days 26, 27, 28, 29, and 30
Teach all of these days in the same way.

Sessions 1 and 2. Trial Class and Problem Solving and Drilling
To teach these Sessions, read steps 3g and 3h of this Section.

Sessions 3 and 4. Extra work time

3) **How to teach the Training Course Sessions**

a) **Lecture Sessions**
There are only four Lecture Sessions in the Training Course. The Lecture Sessions are the first Sessions of the first four days of the First Week. To prepare for the Lecture Sessions is not difficult. What you need to say in each of the Lecture Sessions has been written out for you in one of the chapters or guides of this book. The sections of this book that you will need to use in the Lecture Sessions are:

Session 1.1 Lecture: What is the Training Course?
Use step 2 Session 1.1 of this Section.

Session 2.1 Lecture: What is a Local Language Literacy Program?
Use Chapter 1 all sections, and Chapter 2 Section 1.

Session 3.1 Lecture: What is the Story Track?
Use Chapter 2 Sections 2A, 2B, and 2C.

Session 4.1 Lecture: What is the Workbook Track?
Use Chapter 2 Sections 3A, 3B, and 3C.

To prepare for each Lecture Session, you must read the sections of the chapters or guides in this book written for the Session and note all of the main points. You may teach each Lecture Session in exactly the same way as it is written out for you in this book, or you may want to translate the Lecture into the language that you will use in the Training Course.

Make sure that the Possible Teachers understand all of the main points of each Lecture Session and list these points on the chalkboard for the Possible Teachers to copy into their notebooks. Write each main point in one short sentence. Use the chalkboard as little as possible. Only list the main points and do not write the whole lecture or any long passages on the chalkboard. Write a few short sentences only, to help to remind the Possible Teachers about what they need to know to teach their classes.

b) **Lecture and Practice Sessions**
There are five types of Lecture and Practice Sessions in the Training Course. Lecture and Practice Sessions are held on Days 1, 2, 9, and 12. To prepare for the Lecture and Practice Sessions is not difficult. What you need to say and do in each of the Lecture and Practice Sessions has been written out for you in this book. The sections of the guides of this book that you will need to use in the Lecture and Practice Sessions are:

Session 1.2 Lecture and Practice: Writing Stories
Use the Writing Stories Guide at the end of this book.

Session 1.3 Lecture and Practice: Cutting Stencils
Use the Cutting Stencils Guide at the end of this book.

Session 2.2 Lecture and Practice: Silkscreen Printing
Use the Silkscreen Printing Guide at the end of this book.

Sessions 9.1 and 9.2 Lecture and Practice: Cutting Stencils for Story Books
Use the Story Book Writing Guide at the end of this book.

Session 12.3 Lecture and Practice: Prepare to Get Started
Use Section 5 of this guide steps 1, 2, 3, and 4. To prepare for each Lecture and Practice Session, you must read the section of the guide in this book which was written for it and note all of the main points. You should follow the guide closely, as it is written out for you. You should not spend too much time talking. It is more important to show the Possible Teachers exactly how to do what you are trying to teach them to do and to give them as many chances as possible to do it. There should be one Trainer at each work table to make sure that each of the Possible Teachers at each table has learned the task correctly.

c) and d) **Cutting Stencil Sessions** and **Printing Sessions**
(Make sure to read the Cutting Stencils Guide, the Silkscreen Printing Guide, the Writing Stories Guide, the Story Book Writing Guide, and the Workbook Writing Guide at the end of this book, and look at the Models and examples at the end of the Teachers' Guides).

There are Cutting Stencil Sessions and Printing Sessions on almost every day of the Training Course, from the first day to the last. Cutting Stencils and Printing should be done in the same Session whenever this will make the work go faster. After Day 1, the Trainers must make sure that there are enough people not cutting stencils to keep at least one silkscreen printer in use at each work table during as many Cutting Stencil Sessions and Printing Sessions as possible. There must be one Trainer at each work table to make sure that enough stencils are being cut to keep the people working on the silkscreen printers busy all the time.

No more than three Possible Teachers or Observers at each work table should be printing with the silkscreen or sorting or drying the copies at any one time. All of the other Possible Teachers and Observers should be writing out Models and tracing stencils from the Models.

Each work table should have a silkscreen printer, smooth glass, and old pens (biros) on it. There should be two Story Track Teachers' Guides and two Workbook Track Teachers' Guides at each table for Possible Teachers to use when making Models. No stencil should be cut until a Model is ready to trace the stencil from. After stencils are traced from them, Models should always be kept by the Coordinator in a safe place, in case they will be needed for cutting stencils at other Training Courses.

The Possible Teachers and the Observers should write and print the following number of books for each class of 30 students on the days listed:

Days 1 and 2
15 copies of 4 Listening Stories on 1 sheet of paper, with 2 stories on one side of the sheet and 2 stories on the other side (2 pages).

Days 4, 5, and 6
50 copies each of Workbook 1 and Workbook 2 on 10 sheets of paper, each printed on both sides (16 pages and a front cover and a back cover).

Days 7, 8, 9, 10, 11, and 12
50 copies each of Workbook 3 and Workbook 4 on 10 sheets of paper each, printed on both sides (16 pages and a front cover and a back cover); and

50 copies of 1 set of at least 4 different Story Books for Terms 1 and 2, each on one side of 1 sheet of paper

Days 13, 14, 15, 16, 17, and 18
50 copies each of 2 more sets of at least 5 different Story Books (at least 10 different Story Books total) for Terms 1 and 2, each on one side of 1 sheet of paper; and

50 copies each of 2 sets of at least 4 different Story Books for Terms 3 and 4 on 5 sheets of paper, each printed on both sides (6 pages and a front cover and a back cover).

Days 19 and 20
15 copies of at least 32 Listening Stories on 10 sheets of paper, with 2 stories on one side of each sheet and 2 stories on the other side of each sheet (16 pages and a front cover and a back cover). Include the Listening Stories printed on Day 2 with these.

In the Cutting Stencils Sessions and Printing Sessions, you should try to get as many books written and printed as possible. Always print books in the order given in Plans 6, 7, 8, 9, 10, and 11, but if the writing and printing falls a day or two behind, you may use Days 21 and 22 to write and print as well. Do not waste paper. Be sure not to print more copies than the numbers listed. Count the copies carefully and match front sides of pages with their back sides.

e) **Teach and Do Sessions**

There are three types of Teach and Do Sessions in the Training Course. Teach and Do Sessions are held on Days 3, 6, and 8. To prepare for the Teach and Do Sessions is not difficult. What you need to say and do in each of the Teach and Do Sessions has been written out for you in one of the sections of Chapter 2 and in the Teachers' Guides at the end of this book. The sections and guides that you will need in the Teach and Do Sessions are:

Sessions 3.2, 3.3, and 3.4 Teach and Do: Story Track Lessons
Use Chapter 2 Section 2D, Plan 1, and the Story Track Teachers' Guide.

Sessions 6.1 and 6.2 Teach and Do: Workbook Track Lessons for Term 1
Use Chapter 2 Section 3D, Plans 2 and 3, and the Workbook Track Teachers' Guide for Term 1.

Sessions 8.1 and 8.2 Teach and Do: Workbook Track Lessons for Terms 2, 3 and 4
Use Chapter 2 Section 3D, Plan 4 and the Workbook Track Teachers' Guide for Terms 2, 3, and 4. To prepare for each Teach and Do Session, you must read the section of the guide in this book which was written for it and note all of the main points. You should follow the guide closely, in the same way as it is written out for you. You should not spend too much time talking. It is more important to show the Possible Teachers exactly how to do what you are trying to teach them to do, and to give them as many chances as possible to do it. There should be one Trainer at each work table to make sure that each of the Possible Teachers at each table has learned the task correctly.

In a Teach and Do Session, you must teach Lessons one at a time. First, teach by explaining the Lesson. Then, teach by carefully showing all of the Possible Teachers exactly how to do all of the steps in the Lesson by teaching them to the whole group. Finally, teach by giving each Possible Teacher a chance to practise teaching the Lesson using the other Possible Teachers at his or her table as students. Each Possible Teacher must have a chance to practise before you go on to explain the next Lesson.

When the Possible Teachers are practising the Lesson, there should be one Possible Teacher at each work table, teaching at the same time, with a Trainer helping at each work table. Trainers should not allow any one Possible Teacher to spend too much time on any one Lesson. It is more important to teach all of the Lessons in the Plan or Plans for the Teach and Do Sessions for the day, as they are explained in Chapter 2.

During the Teach and Do Sessions, each Trainer should be watching the Possible Teachers at his or her work table to see which ones are better at teaching Story Track Lessons, and which ones are better at teaching Workbook Track Lessons, so that the Trainers can decide by Day 10 which of the two Possible Teachers from each community will be Story Track Possible Teachers and which will be Workbook Track Possible Teachers.

f) **Drilling Sessions**

There are eight Drilling Sessions on Days 10, 11, and 12. In the Drilling Sessions, the Possible Teachers are divided into two groups: the story Track Possible Teachers and the Workbook Track Possible Teachers. Each group attends a different Drilling Session. One Trainer teaches the Drilling Session for the Story Track Possible Teachers, and another Trainer teaches the Drilling Session for the Workbook Track Possible Teachers. If there is only one Trainer, each Drilling Session should be divided into two Sessions of one hour each: one hour for the Story Track Possible Teachers and one hour for the Workbook Track Possible Teachers.

In a Drilling Session, you must teach Lessons or parts of Lessons one at a time. First, teach by showing all of the Possible Teachers in your Track exactly how to do all of the steps by teaching them to the whole group. Then, teach by giving each Possible Teacher a chance to practise teaching the Lesson or part of a Lesson, using the other Possible Teachers in the Track as students. Each Possible Teacher in the Track must have a chance to practise before you go on to show the Possible Teachers how to teach the next Lesson or part of a Lesson.

At the beginning of the first Drilling Session for each Track, the two Story Track Possible Teachers from each community should be given a copy of the Story Track Teachers' Guide, and the two Workbook Track Possible Teachers from each community should be given a copy of the Workbook Track Teachers' Guide. The Possible Teachers should bring these guides to class every day and they should learn to use the guides to help them to prepare and to teach their Lessons. Trainers should use the Teachers' Guides, Chapter 2 Sections 2D and 3D, and Plans 1, 2, 3, and 4 to teach Drilling Sessions.

In the Drilling Sessions, it is very important that each Possible Teacher has a chance to practise each step of each Lesson of the Track over and over again with help from the Trainer when it is needed, until he or she can teach all of the Lessons of the Track without any help. During the Drilling Sessions, you should watch the two Possible Teachers from each community in your Track to see which one would make the best Program Teacher for that Track.

g) and h) **Trial Class Sessions** and **Problem Solving and Drilling Sessions**

On Days 11 and 12 the Host Community Possible Teachers get the students from their community ready to begin literacy classes on Day 13. The first eight classes are Trial Class Sessions, where the Possible Teachers from the Host Community teach the Lessons of their Tracks to the students of their community. The Possible Teachers from Other Communities do not teach in the Trial Class Sessions in the Host Community, but they will teach in the Trial Class Sessions in their own communities during the Fifth and Sixth Weeks of the Training Course.

While the Possible Teachers from the Host Community are teaching in the Trial Class Sessions, the Possible Teachers from the Other Communities must sit with the Trainers and watch the Host Community Possible Teachers teach their students. Some things that the Other Community Possible Teachers should be watching for are:

- Did the teacher prepare the Lesson well?
- While he or she is teaching, does the teacher look at the students and move about the class to help the students?
- Does the teacher ask questions and give all of the students a chance to speak?
- Does the teacher write on the chalkboard clearly? and
- Are the students understanding the Lessons?

After each Trial Class Session there is a Problem Solving and Drilling Session where the Possible Teachers from both the Host Community and the Other Communities divide into Tracks and meet with the Drilling Session Trainer for their Track. The Possible Teachers and the Drilling Session Trainer talk about how the Host Community Possible Teachers for their Track taught that day, and about how they could have taught their Lessons better. When talking about these things, the Possible teachers and the Drilling Session Trainer should always try to be helpful and not negative. During the Problem Solving and Drilling Sessions, the Drilling Session Trainer drills all of the Possible Teachers in the Lessons where the Host Community Teachers for their Track had trouble teaching that day.

On Days 13, 14, and 15, the Host Community students are divided into two equal groups: Group A and Group B. In the first hour of the Session, one of the Host Community Story Track Possible Teachers teaches a Story Track Pattern to Group A in front of the other Story Track Possible Teachers and the Story Track Drilling Session Trainer. At the same time, one of the Host Community Workbook Track Possible Teachers teaches a Workbook Track Pattern to Group B in front of the other Workbook Track Possible Teachers and the Workbook Track Drilling Session Trainer. In the second hour of the Session, the other Host Community Story Track Possible Teacher teaches the same Story Track Pattern to Group B in front of the other Story Track Possible Teachers and the Story Track Drilling Session Trainer. At the same time, the other Host Community Workbook Track Possible Teacher teaches the same Workbook Track Pattern to Group A in front of the other Workbook Track Possible Teachers and the Workbook Track Drilling Session Trainer.

If there is only one classroom in the Host Community or if there is only one Trainer, each Possible Teacher should teach one half of a Pattern for one half hour each day.

On Days 13, 14, and 15, the Trainers should watch the Host Community Possible Teachers carefully, so that they can decide on Day 15 which one of the two Possible Teachers for each Track will be the Program Teacher in the Host Community for that Track.

After Day 15, the teacher whom the Trainers have chosen to be the Host Community Story Track Program Teacher teaches all of the Story Track classes in the Host Community. From this time as well, the teacher whom the Trainers have chosen to be the Host Community Workbook Track Program Teacher teaches all of the Workbook Track classes in the Host Community. The other Possible Teachers from the Host Community are now **Standby Teachers** who should help the Program Teachers for their Tracks. The Host Community Standby Teachers, the Other Community Possible Teachers, and the Drilling Session Trainers continue to watch the Program Teachers during the Trial Class Sessions.

Plan 6: Weekly Training Course Plan - First Week

	Monday **Day 1**	**Tuesday** **Day 2**	**Wednesday** **Day 3**	**Thursday** **Day 4**	**Friday** **Day 5**
8.00am to 10.00am	Session 1.1 **Lecture** What is the Training Course?	Session 2.1 **Lecture** What is a Multi-Strategy Literacy Program?	Session 3.1 **Lecture** What is the Story Track?	Session 4.1 **Lecture** What is the Workbook Track?	Session 5.1 **Cutting Stencils** Workbook 2
10.00am to 12.00	Session 1.2 **Lecture and Practice** Writing Stories	Session 2.2 **Lecture and Practice** Silkscreen Printing	Session 3.2 **Teach and Do** Story Track Lessons	Session 4.2 **Cutting Stencils** Workbook 1	Session 5.2 **Cutting Stencils and Printing** Workbook 2
12.00 to 1.00pm	BREAK	BREAK	BREAK	BREAK	BREAK
1.00pm to 3.00pm	Session 1.3 **Lecture and Practice** Cutting Stencils	Session 2.3 **Printing** Listening Stories	Session 3.3 **Teach and Do** Story Track Lessons	Session 4.3 **Cutting Stencils and Printing** Workbook 1	Sessin 5.3 **Printing** Workbook 1 and Workbook 2
3.00pm to 5.00pm	Session 1.4 **Finish Writing Stories** and **Cutting Stencils**	Session 2.4 **Finish Printing** Listening Stories	Session 3.4 **Teach and Do** Story Track Lessons	Session 4.4 **Printing** Workbook 1	Session 5.4 **Printing** Workbook 1 and Workbook 2

Plan 7: Weekly Training Course Plan - Second Week

	Monday **Day 6**	**Tuesday** **Day 7**	**Wednesday** **Day 8**	**Thursday** **Day 9**	**Friday** **Day 10**
8.00am to 10.00am	Session 6.1 **Teach and Do** Workbook Track Lessons for Term 1	Session 7.1 **Cutting Stencils** Workbook 3	Session 8.1 **Teach and Do** Workbook Track Lessons for Terms 2, 3, and 4	Session 9.1 **Lecture and Practice** Cutting Stencils for Story Books	Session 10.1 **Drilling** Story Track and Workbook Track Divide all Possible Teachers into two Tracks
10.00am to 12.00	Session 6.2 **Teach and Do** Workbook Track Lessons for Term 1	Session 7.2 **Cutting Stencils and Printing** Workbook 3	Session 8.2 **Teach and Do** Workbook Track Lessons for Terms 2, 3, and 4	Session 9.2 **Lecture and Practice** Cutting Stencils for Story Books	Session 10.2 **Drilling** Story Track and Workbook Track
12.00 to 1.00pm	BREAK	BREAK	BREAK	BREAK	BREAK
1.00pm to 3.00pm	Session 6.3 **Finish Printing** Workbook 1 and Workbook 2	Session 7.3 **Printing** Workbook 3	Session 8.3 **Cutting Stencils** Workbook 4 **Finish Printing** Workbook 3	Session 9.3 **Printing** First Set of Story Books for Terms 1 and 2	Session 10.3 **Drilling** Story Track and Workbook Track
3.00pm to 5.00pm	Session 6.4 **Finish Printing** Workbook 1 and Workbook 2	Session 7.4 **Printing** Workbook 3	Session 8.4 **Cutting Stencils** Workbook 4 **Finish Printing** Workbook 3	Session 9.4 **Printing** First Set of Story Books for Terms 1 and 2	Session 10.4 **Finish Printing** Story Books and Workbooks 1, 2, and 3

Plan 8: Weekly Training Course Plan - Third Week

	Monday **Day 11**	**Tuesday** **Day 12**	**Wednesday** **Day 13**	**Thursday** **Day 14**	**Friday** **Day 15**
8.00am to 10.00am	Session 11.1 **Drilling** Story Track and Workbook Track	Session 12.1 **Drilling** Story Track and Workbook Track	Session 13.1 **Trial Classes** Story Track and Workbook Track Possible Teachers from Host Community	Session 14.1 **Trial Classes** Story Track and Workbook Track Possible Teachers from Host Community	Session 15.1 **Trial Classes** Story Track and Workbook Track Possible Teachers from Host Community
10.00am to 12.00	Session 11.2 **Drilling** Story Track and Workbook Track	Session 12.2 **Drilling** Story Track and Workbook Track	Session 13.2 **Problem Solving and Drilling**	Session 14.2 **Problem Solving and Drilling**	Session 15.2 **Problem Solving and Drilling** Choose Program Teachers for Host Community
12.00 to 1.00pm	BREAK	BREAK	BREAK	BREAK	BREAK
1.00pm to 3.00pm	Session 11.3 **Drilling** Story Track and Workbook Track	Session 12.3 **Lecture and Practice** Prepare to Get Started	Session 13.3 **Cutting Stencils** Second Set of Story Books for Terms 1 and 2	Session 14.3 **Printing** Second Set of Story Books for Terms 1 and 2	Session 15.3 **Printing** Third Set of Story Books for Terms 1 and 2
3.00pm to 5.00pm	Session 11.4 **Printing** Workbook 4 **Host Community** Get Students Ready for Day 13	Session 12.4 **Printing** Workbook 4 **Host Community** Get Students Ready for Day 13	Session 13.4 **Cutting Stencils** Second Set of Story Books for Terms 1 and 2 **Finish Printing** Workbook 4	Session 14.4 **Cutting Stencils** Second Set of Story Books for Terms 1 and 2 **Finish Printing** Second Set of Story Books	Session 15.4 **Cutting Stencils** First Set of Story Books for Terms 3 and 4 **Finish Printing** Third Set of Story Books

Plan 9: Weekly Training Course Plan - Fourth Week

	Monday Day 16	**Tuesday Day 17**	**Wednesday Day 18**	**Thursday Day 19**	**Friday Day 20**
8.00am to 10.00am	Session 16.1 **Trial Classes** Getting Started Week of Term 1 Begins in Host Community	Session 17.1 **Trial Classes** Story Track and Workbook Track Program Teachers from Host Community	Session 18.1 **Trial Classes** Story Track and Workbook Track Program Teachers from Host Community	Session 19.1 **Trial Classes** Story Track and Workbook Track Program Teachers from Host Community	Session 20.1 **Trial Classes** Story Track and Workbook Track Program Teachers from Host Community
10.00am to 12.00	Session 16.2 **Problem Solving and Drilling**	Session 17.2 **Problem Solving and Drilling**	Session 18.2 **Problem Solving and Drilling**	Session 19.2 **Problem Solving and Drilling**	Session 20.2 **Problem Solving and Drilling**
12.00 to 1.00pm	BREAK	BREAK	BREAK	BREAK	BREAK
1.00pm to 3.00pm	Session 16.3 **Printing** First Set of Story Books for Terms 3 and 4	Session 17.3 **Cutting Stencils** Second Set of Story Books for Terms 3 and 4	Session 18.3 **Printing** First and Second Set of Story Books for Terms 3 and 4	Session 19.3 **Cutting Stencils** Listening Stories 1 to 16	Session 20.3 **Cutting Stencils** Listening Stories 17 to 32
3.00pm to 5.00pm	Session 16.4 **Printing** First Set of Story Books for Terms 3 and 4	Session 17.4 **Printing** First and Second Set of Story Books for Terms 3 and 4	Session 18.4 **Finish Printing** First and Second Set of Story Books for Terms 3 and 4	Session 19.4 **Printing** Listening Stories 1 to 16	Session 20.4 **Printing** Listening Stories 17 to 32

Plan 10: Weekly Training Course Plan - Fifth Week

	Monday **Day 21**	**Tuesday** **Day 22**	**Wednesday** **Day 23**	**Thursday** **Day 24**	**Friday** **Day 25**
8.00am to 10.00am	**Host Community** Regular Classes **Other Communities** Get Students Ready for Day 23	**Host Community** Regular Classes **Other Communities** Get Students Ready for Day 23	Session 23.1 **Trial Classes** Story Track and Workbook Track Possible Teachers from Other Communities	Session 24.1 **Trial Classes** Story Track and Workbook Track Possible Teachers from Other Communities	Session 25.1 **Trial Classes** Story Track and Workbook Track Possible Teachers from Other Communities
10.00am to 12.00	**Host Community** Extra Work Day (optional) **Other Communities** Get Students Ready For Day 23	**Host Community** Extra Work Day (optional) **Other Communities** Get Students Ready for Day 23	Session 23.2 **Problem Solving and Drilling**	Session 24.2 **Problem Solving and Drilling**	Session 25.2 **Problem Solving and Drilling** Choose Program Teachers for Other Communities
12.00 to 1.00pm	BREAK	BREAK	BREAK	BREAK	BREAK
1.00pm to 3.00pm			Session 23.3 **Cutting Stencils** Listening Stories 33 to 48	Session 24.3 **Cutting Stencils** Listening Stories 49 to 64	Session 25.3 **Printing** Listening Stories 33 to 64
3.00pm to 5.00pm			Session 23.4 **Printing** Listening Stories 33 to 48	Session 24.4 **Printing** Listening Stories 33 to 64	Session 25.3 **Finish Printing** Listening Stories 33 to 64

Plan 11: Weekly Training Course Plan - Sixth Week

	Monday **Day 26**	**Tuesday** **Day 27**	**Wednesday** **Day 28**	**Thursday** **Day 29**	**Friday** **Day 30**
8.00am to 10.00am	Session 26.1 **Trial Classes** Getting Started Week of Term 1 Begins in Other Communities	Session 27.1 **Trial Classes** Story Track and Workbook Track Program Teachers from Other Communities	Session 28.1 **Trial Classes** Story Track and Workbook Track Program Teachers from Other Communities	Session 29.1 **Trial Classes** Story Track and Workbook Track Program Teachers from Other Communities	Session 30.1 **Trial Classes** Story Track and Workbook Track Program Teachers from Other Communities
10.00am to 12.00	Session 26.2 **Problem Solving and Drilling**	Session 27.2 **Problem Solving and Drilling**	Session 28.2 **Problem Solving and Drilling**	Session 29.2 **Problem Solving and Drilling**	Session 30.2 **Problem Solving and Drilling**
12.00 to 1.00pm	BREAK	BREAK	BREAK	BREAK	BREAK
1.00pm to 3.00pm	Extra Work Time (optional)	Extra Work Time (optional)	Extra Work Time (optional)	Extra Work Time (optional)	Extra Work Time (optional)
3.00pm to 5.00pm					

Section 5. CHECKING AND TESTING

Aims:

1) to make sure that literacy classes are running smoothly once they begin;
2) to check Program Teachers to make sure that they are doing their job well;
3) to check the Patterns, books, and the alphabet that the Program Teachers are using in their classes in order to see if they could be changed in any way to make them better;
4) to test students to make sure that they are learning to read and write; and
5) to make sure that each Literacy Committee is giving full support to its program.

How to carry out:

Note: Use Steps 1, 2, 3, and 4 of this Section for the Prepare to Get Started Lecture and Practice Session 12.3 of the Training Course.

1) **Roll Books.**
Each community should have two Roll Books, one for each of the Program Teachers. Each Program Teacher will teach all of the students in the literacy classes, but one teacher will take special responsibility for one half of the students and list their names in his or her Roll Book, and the other teacher will take special responsibility for the other half of the students and list their names in his or her Roll Book.

If a community has only one literacy class in it, the two Program Teachers should divide the students into two equal groups. One teacher should list the names of the students in one of the two groups in his or her Roll Book, and the other teacher should list the names of the students in the other group in his or her Roll Book. Each teacher must look after each of the students listed in his or her Roll Book and make sure that each student on the list is attending classes every day and has paid his or her School Fee. If a community has two literacy classes, one of the Program Teachers should list the names of the students of one class in his or her Roll Book, and the other Program Teacher should list the names of the students in the other class in his or her Roll Book and look after them in the same way.

2) **How to make a Roll Book**
During the Prepare to Get Started Lecture (Session 12.3 of the Training Course) the four Possible Teachers from each community make up two Roll Books for their classes with the help of the Trainers. The Roll Books should be made from excercise books with at least 90 pages each and 30 lines on each page. Look at the Roll Book Model at the end of this Section (Model 3).

To make a Roll Book you should follow these steps:

a) Number the front sides of each sheet in the Roll Book. Write the number of each page in the top left hand corner.
b) Leave Pages 1, 2, and 3 of the Roll Book blank.
c) Look at the Roll Book Model for Page 4 at the end of this Section (Model 3).
d) Fold Page 4 down the middle so that it is divided into equal halves, a right half and a left half.
e) Divide the left half of Page 4 into two columns: a wide column for Students' Names on the left; and a narrow column for Fees on the right.
f) Fold the right half of Page 4 under the left half of the page.
g) Look at the Roll Book Model for Page 5 (Model 3).
h) Fold the right side of Page 5 under the left side, just as you did for Page 4.
i) Now unfold Page 5 so that it is lying flat and the page is divided into two halves, a right half and a left half.
j) As shown in the Roll Book Model for Page 5, you should now write the name of the Term and the name of the Week, that is, **Term 1 - Getting Started Week** in the top right hand corner of the page.
k) Now divide the right half of Page 5 into seven columns: five narrow columns, one for each school day in the week; and two wider columns, one for Story Book Testing and one for Workbook Testing.
l) Write the names of the rest of the Weeks in Term 1 in the top right hand corner of Pages 6 to 14 in this way:
    On Page 6 write **Term 1 - Week 1**
    On Page 7 write **Term 1 - Week 2**
    On Page 8 write **Term 1 - Week 3**
    On Page 9 write **Term 1 - Week 4**
    On Page 10 write **Term 1 - Week 5**
    On Page 11 write **Term 1 - Week 6**
    On Page 12 write **Term 1 - Week 7**
    On Page 13 write **Term 1 - Week 8**
    On Page 14 write **Term 1 - Revision Week**

m) On Pages 15 to 24, write the names of the Weeks of Term 2 in the same way as you did for Term 1. Begin this way:
 On Page 15 write **Term 2 - Getting Started Week**
 On Page 16 write **Term 2 - Week 1**
 End this way:
 On Page 23 write **Term 2 - Week 8**
 On Page 24 write **Term 2 - Revision Week**

n) In the top right hand corner of Pages 25 to 34, write the names of the Weeks of Term 3 and on Pages 35 to 44 write the names of the Weeks in Term 4, in the same way as you did for Terms 1 and 2.

o) Before the last day of the Training Course, divide the right halves of Pages 6 to 44 into seven columns, just as you did for Page 5: with five narrow columns, one for each school day in the week; and two wider columns, one for Story Book Testing and one for Workbook Testing. Do not waste time doing this in the Prepare to Get Started Lecture.

3) **How to use the Roll Book**

On each day of classes, beginning on the first day of the last week of the Training Course in each community, the Program Teachers begin to mark the roll. To mark the roll, the Program Teachers should follow these steps:

a) Use a pencil to list the names of the half of the students in their classes that they will take special responsibility for in the column for Students' Names on Page 4.

b) Make sure that the right half of Page 4 is folded under the left half of the page, so that the right half of Page 5 is showing beside the left half of Page 4.

c) At the beginning of class each day, find the page for the Term and the Week that they are teaching by looking at the top right hand corner of the page.

d) Find the column for the day of the week that they are teaching.

e) Ask the students to raise their hands when the teacher calls out their names.

f) Call out the first name on the list of Students' Names in their Roll Book.

g) If the student whose name they have called out is in class, write the number **1** in the column for the day that they are teaching to the right of the name of that student. If the student whose name they have called out is not in class, write the number **0** in the column for the day that they are teaching to the right of the name of that student.

h) Call out the names of the rest of the students on the list one by one and mark **1** or **0** to the right of the name of each student in the column for the day that they are teaching, in the same way as they did for the first name on the list.

i) Mark the roll every day, following these same steps.

j) On the first day of a new week, they should fold the right half of the page for the last week under its left half, so that the right half of the next page is showing beside the left half of Page 4. This next page should be the page for the new week.

k) If a new student comes to the class, one of the teachers must write the new student's name at the bottom of the list in the Roll Book. The teacher should write the date that the new student begins classes next to his or her name. If there is no room at the bottom of the list, the teacher should rub out the name of any student that he or she knows will no longer be coming to classes and put the name of the new student in that space, writing the date that the new student begins classes next to his or her name. If there are any other problems, the teacher may need to write Page 4 again. The teacher should not rub out Page 4 or tear it out of the book, but use Page 3 as the new Page 4.

l) **Fees**

When a student pays all or part of his or her School Fee, the teacher should write the amount of money that the student has paid in the column for Fees to the right of the Student's name.

m) **Story Book Testing and Workbook Testing**
In Term 1, there is no testing and the teachers will not need to write in the Story Book Testing or the Workbook Testing columns every week. In Term 1 the teachers will fill in these columns together with the Coordinator during Checking Visits to their community.

On every Friday of Terms 2, 3, and 4, the Story Track teacher will write a mark from 1 to 5 next to the name of each student in both Roll Books on the page for the week in the column for Story Book Testing. On the same day, the Workbook Track teacher will write a mark from 1 to 5 next to the name of each student in both Roll Books on the page for the week in the column for Workbook Testing. On Friday, therefore, the two teachers will need to use each others' Roll Books for testing.

4) **Checking Visits**
The Coordinator makes at least six Checking Visits to each community during a year to see how literacy classes are going ahead. These Checking Visits are made at these times:

First Checking Visit - the last day of the Training Course in new communities and some time during the Getting Started Week of Term 1 in the old communities.
Second Checking Visit - two or three weeks after classes begin in Term 1.
Third Checking Visit - near the end of Term 1.
Fourth Checking Visit - near the end of Term 2.
Fifth Checking Visit - near the end of Term 3.
Sixth Checking Visit - near the end of Term 4.

The Coordinator should always send a message to the Program Teachers in each community before a Checking Visit to give them the dates of the visit.

The Coordinator may make special Checking Visits, if necessary, to classes with special problems during Week 4 and Week 5 of Term 1 and at the beginning of Term 2. The Checking Visits at the end of Terms 3 and 4 should last for at least two days, since **Reading and Writing Tests** will be given on these visits.

On each Checking Visit, the Coordinator brings a copy of the Checking Visit Checklist found at the end of this Section (Model 4) to fill out together with the two Program Teachers and the Literacy Committee in each community. The Checking Visit Checklist has five parts:

A) Watching the Teachers;
B) Checking the Roll Books;
C) Preparing for the Next Term;
D) Talking with the Teachers; and
E) Talking with the Literacy Committee.

A) **Watching the Teachers.** The Coordinator arrives in a community for a Checking Visit on a regular school day before classes start, so that he or she will be able to watch both of the Program Teachers while they are teaching the students. While watching the teachers, the Coordinator will answer these questions on the checklist for each teacher:

a) Is the teacher having problems teaching the Lessons of the Patterns of the Track? The Coordinator will note how the teacher teaches each Lesson. The Coordinator will also check that the teacher gives about the same amount of time to each Lesson, except the Testing Lesson on Fridays, which may last longer than the others.

b) Is the teacher having problems with discipline? The Coordinator and the teacher should try to work out ways to solve discipline problems as soon as they come up, in ways that are acceptable to the local community.

c) Is the teacher having any problems with the alphabet used in the program books or with the way that these books are designed? The Coordinator will need to decide whether the books or the alphabet should be changed at the next Training Course.

d) Is the Story Track teacher using a different Cultural Theme each week? The Story Track teacher should have a plan of Cultural Themes that he or she will use in the Term, based on the stories in the Story Books for the Term.

e) Is the Workbook Track teacher teaching the Workbook Sections for the Term during the Weeks that match the numbers of the Sections? The Coordinator checks to make sure that Section 1 is being taught in Week 1, Section 2 is being taught in Week 2, and so on. It is not important that every teacher in every community in the program is teaching the Sections for the same Week of the same Term at the same time. What is important is that each Workbook Track teacher covers each Section in each Workbook in order, and tries to spend a week on each Section.

B) **Checking the Roll Books.** After classes have finished, the Coordinator sits down with the two Program Teachers together to check their Roll Books. The Roll Books are checked to answer these questions on the Checking Visit Checklist:

a) Does each teacher have about the same number of students in his or her Roll Book?

b) Are the teachers marking the roll every day?

c) Are there many new students or many students no longer coming to classes? If there are many more than 30 students in a class, the Coordinator may have the teachers divide the class. If many students are no longer coming to class, the teachers should find out why this is happening and try to solve the problem as soon as possible.

d) Have all the students paid their School Fees?

e) **Term 1 Question.** In Term 1, the teachers fill out the Story Book Testing and Workbook Testing columns in the Roll Book together with the Coordinator for the weeks of the Checking Visits only. The Coordinator reads out the name of each student in both Roll Books one at a time and asks each teacher to give each student a mark from 1 to 5. The Coordinator asks the teachers how often each student shows interest, listens well, answers questions quickly, and tries hard to read and write. If the student does these things all of the time, he or she should have a mark of 5. If the student does these things most of the time, the mark is 4. If the student does these things sometimes, the mark is 3. If only a few times, the mark is 2. If never, the mark is 1. Each teacher marks each student. The marks of the Story track teacher are written in the Story Book Testing column for the week of the Checking Visit. The marks of the Workbook Track teacher are written in the Workbook Testing column beside it.

f) **Terms 2, 3, and 4.** Are the teachers testing the students? The Coordinator checks the Story Book Testing column and the Workbook Testing column in each Roll Book to see if the teachers are testing their students every Friday. The Coordinator notes whether the students are getting high marks or low marks. If the marks are low (1 or 2) the Coordinator and the teachers should try to find out why this is happening.

C) **Preparing for the Next Term.** The Coordinator now asks the teachers these questions from the Checking Visit Checklist to make sure that they are ready for classes in the next Term:

a) Are all of the program books for the Next Term ready and are they in a safe place? Try to think of ways to protect books and other materials so that the students can use them year after year.

b) Have the teachers made sure that any group of students that they taught at the end of their teaching day in the past Term will be taught at the beginning of their teaching day in the next Term? It is best to give all of the students the chance to be with a different teacher each Term at the beginning of the day, when the teacher and the students are fresh.

D) **Talking With the Teachers.** The Coordinator now meets with each teacher separately. Each teacher answers some of the same questions that the Coordinator answered while watching the teachers teach their Lessons earlier in the day:

a) Are you having problems teaching the Lessons of the Patterns of your Track?

b) Are you having problems with discipline?

c) Are you having any problems with the alphabet used in the program books or with the way that these books are designed? If the teacher mentions any problems that the Coordinator also noted earlier in the day, the teacher and the Coordinator should work together to solve these problems first. The Coordinator should always try to encourage and help the teacher and avoid spending too much time on small problems.

The Coordinator then tries to understand any other problems that the teacher mentions and tries to work together with the teacher to solve them.

Finally, the Coordinator looks at the problems that he or she noted earlier in the day that the teacher has not mentioned. The Coordinator must now decide if any of these are very important problems that are worth talking with the teacher about and trying to solve. A problem is never important unless it makes the teacher unable to teach the students to read and write according to the aims of the program.

If the teacher has important problems, the Coordinator should talk about only one or two of them, in the most helpful way possible. The Coordinator should always remember that it is not so important for the teachers to follow every step of every Lesson every day, as it is for them to make sure to do their best to carry out the aims and goals of the program. The Coordinator should have teachers with special problems go to watch other teachers in other classes to give them ideas about how to solve their problems.

E) **Talking With the Literacy Committee.** The Coordinator then takes the checklists to the Literacy Committee to talk about any of the problems that the teachers are having that the Literacy Committee can help to solve. The Coordinator also asks the Literacy Committee these questions from the checklist:

a) Is the Literacy Committee going ahead with its Community Projects?

b) Is the Literacy Communitee paying the teachers?

c) Are the Program Teachers attending classes every day? The first year that a Program Teacher teaches literacy classes is a **Trial Year**. When a teacher has completed his or her first year of teaching, the Coordinator and the Literacy Committee look over the Checking Visit Checklists that the Coordinator filled out about the teacher during the year. The Coordinator and the Literacy Committee then decide if that teacher should be given a Program Teacher Certificate and continue to be a Program Teacher or if another teacher should be found to take his or her place.

Note: The Prepare to Get Started Lecture and Practice Session 12.3 of the Training Course ends here.

5) The Coordinator keeps the checklists that he or she fills out on each Checking Visit. These checklists should be kept in files where the Coordinator can easily find them. There should be one file for each community, with the name of the community on the cover. Inside of the file for each community, the Coordinator keeps all of the checklists filled out on all of the Checking Visits to that community and any other information about the program in that community.

6) **Reading and Writing Tests**
The Coordinator and the Program Teachers test the students in each community by giving them a **Reading and Writing Test** during the Checking Visits at the end of Terms 3 and 4. The main aim of the Reading and Writing Test is to make sure that the way that the teachers have been marking weekly tests is giving a clear picture of how their students are learning to read and write.

The Coordinator uses the results of the Reading and Writing Test at the end of Term 3 to find out if the students are really learning to read and write. About half of the students in each class should be reading and writing without too many problems by the end of Term 3. If only a few of the students in a class are reading and writing at this time, the Coordinator should try to find out why this is so, and help the community to solve any special problems that it has been having before Term 4 begins.

The Coordinator uses the results of the Reading and Writing Test at the end of Term 4 to help the Program Teachers to decide which students can read and write well enough to be given a **Literacy Certificate** and to go on to Bridging Classes (for children) or to Open Classes (for adults), and which students will need to repeat the first year classes (see Section 6 of this guide).

A Reading and Writing Test has two parts:

a) A **Story for Reading** with two or three short sentences; and
b) a **Picture for Writing** showing action.

7) **Preparing for the Checking visit at the end of Term 3**
Before the Checking Visit at the end of Term 3, the Coordinator should look at a copy of a Story Book for Term 4 and the Workbook for Term 3 for each language in the program. For each language the Coordinator finds a page in the Story Book for Term 4 that has a picture and two or three short sentences on it to be the **Story for Reading** for the Term 3 Reading and Writing Test. For each language the Coordinator also finds the picture for one of the Key Words in the Workbook for Term 3, and draws it again on a piece of paper adding some action to it to be the **Picture for Writing** for the Term 3 Reading and Writing Test.

The Coordinator should send a message to the Program Teachers in each community, telling them the dates of the Checking Visit, and telling them that a Reading and Writing Test will be given during the visit.

8) **The Checking Visit at the end of Term 3**
The Checking Visit at the end of Term 3 lasts for at least two days. The first day of the visit should be used for the Reading and Writing Test, and the second day should be a regular Checking Visit, following the Checking Visit Checklist.

Day 1 Reading and Writing Test
The Coordinator should arrive in each community before classes begin and tell the Program Teachers that they will need to set up a testing room and an activity room for the Reading and Writing Test. The teachers will need to find at least one community member who will be a helper who will look after the students who have not yet taken the test, and call them to come to the testing room one by one to take the test.

During the test, the Story Track teacher and the Coordinator will sit together in the testing room. They should make sure that there are a few crayons and enough paper ready for each student to use to write a story for the writing part of the test. Both the Coordinator and the Story Track teacher should have a piece of paper ready to use as a marking sheet and a pen (biro) or pencil. The testing room must be a classroom that the teachers normally use for literacy classes. No student may come into the testing room unless he or she has been called to take the test.

During the test, the Workbook Track teacher stays in the activity room. The activity room may be a classroom or another room big enough to hold all of the students when they have finished the test. As soon as a student finishes the test, he or she must go at once to the activity room and stay there with the Workbook Track teacher until all of the other students have been tested. No student may come into the activity room unless he or she has already taken the test.

Before the test begins, the Coordinator gives the **Picture for Writing** that he or she has prepared (see Step 7 of this Section) to the Workbook Track teacher and asks the Workbook Track teacher to draw the picture on the chalkboard of the testing room. While the Workbook Track teacher is drawing, the Coordinator shows the Story Track teacher the **Story for Reading** (see Step 7 of this Section) and asks him or her to write out a question to ask the students about the meaning of the sentences on the page.

As soon as the Workbook Track teacher has finished drawing, he or she should go to the activity room. The Workbook Track teacher should make sure to bring plenty of books to the activity room for the students to read. The Workbook Track teacher should also try to think of Lessons to teach and Syllable and Word Games to play with the students once they have finished the test and they are waiting for the other students to finish.

The Reading and Writing Test has two parts: a reading part and a writing part. Students must finish the reading part of the test before they start on the writing part of the test.

The Coordinator asks the helper who is looking after the students who have not yet taken the test to call one student to come into the testing room. The Story Track teacher asks the student to say his or her name and the Coordinator and the Story Track teacher write the student's name on their marking sheets. The Coordinator and the Story Track teacher should each have a separate marking sheet and should give each student a separate mark from 1 to 5.

The Story Track teacher now gives the students the reading part of the test. The Story Track teacher tests the students one by one, in the same way as during the regular Story Book tests on Fridays, except that each student must answer the question that the Story Track teacher has written about the Story for Reading as soon as he or she has finished reading the sentences.

The Story Track teacher asks each student to read the Story for Reading. The teacher does not use his or her finger or voice to read with a student, unless the student is not able to read a word by him or herself. As soon as each student finishes reading, the Story Track teacher asks the student the question about the story.

Both the Story Track teacher and the Coordinator listen to how each student reads the story and how each student answers the question. A student who cannot read naturally, pointing to the words as he or she reads them should have marks taken off. Marks should also be taken off for repeating or adding words. If a student corrects him or herself, marks should not be taken off. If a student replaces one word with another one that has the same or a similar meaning, marks should not be take off. If the Story Track teacher had to help the student to read any word or words, marks should be taken off. If a student has trouble answering the question about the story, marks should also be taken off.

As soon as a student finishes the reading part of the test and the Coordinator and the Story Track teacher have written that student's mark next to his or her name on their marking sheets, the Story Track teacher gives the student a crayon and a piece of paper. The Story Track teacher then asks the student to sit in another part of the testing room away from any other students and write a story about the Picture for Writing on the chalkboard. The Story Track teacher should tell the student to be sure to write his or her name on the paper and hand it to the Coordinator as soon as he or she is finished writing the story.

While the Story Track teacher is giving these instructions to the student, the Coordinator asks the helper to call another student to the testing room to take the test. This next student says his or her name, the Coordinator and the Story Track teacher write it on their marking sheets, then the Story Track teacher has the student read the Story for Reading and has the student answer the question about the story. The Coordinator and the Story Track teacher write the separate mark that each has decided to give the student next to the student's name on their marking sheets. The Story Track teacher then gives the student a crayon and a piece of paper, and tells him or her the instructions for the writing part of the test, while the Coordinator asks the helper to call another student in to begin the reading part of the test.

Each student should be given as long as he or she needs to finish the writing part of the test, while other students come in to take the test.

As soon as a student has finished the writing part of the test, he or she must give it to the Coordinator, along with the crayon that he or she used to write the story. The Coordinator should make sure that the student has written his or her name on the paper, collect the paper and the crayon from the student, and then tell the student to go at once to the activity room without talking to any other students on the way. If there are any problems, the Coordinator may ask the helper to go with the student to the activity room.

During the test:

a) The helper should make sure that students who have not taken the test stay away from the testing room and the activity room and that they do not talk to students who have already taken the test. The helper should also make sure that there is always one student ready to begin the test.

b) The Coordinator and the Story Track teacher should make sure that the students who are taking the writing part of the test are sitting apart from each other and not copying each others' stories and that students hand in their stories as soon as they have finished writing them.

c) The Workbook Track teacher should make sure that all of the students who have finished the test do not leave the activity room and do not talk with students who have not yet taken the test.

The Story Track teacher and the Coordinator continue to test the students in this way, until all of the students have taken the test and are with the Workbook Track teacher in the activity room. When all of the students have been tested, the Story Track teacher gives his or her marking sheet to the Coordinator. Once all of the students have finished the test, they may leave the activity room and go home.

As soon as possible, the Coordinator and the Workbook Track teacher should sit down together and look at the stories that the students wrote for the writing part of the test. The Coordinator and the Workbook Track teacher should talk about each story together but each should have a separate marking sheet and give each student a separate mark from 1 to 5.

The students' stories should not be too short and they should be interesting and creative. If a student did not write about the Picture for Writing, marks should be taken off. Marks should also be taken off if words are not spelled correctly or it the words in the story are not separated correctly from one another. If capital letters or full stops are left out, marks should not be taken off.

When the Coordinator and the Workbook Track teacher have given each student a mark for the writing part of the test, the Workbook Track teacher gives his or her marking sheet to the Coordinator.

Before the second day of the Checking Visit, the Coordinator should look at all of the differences between the marks on the Program Teachers' marking sheets and the marks on his or her own marking sheets. If there are many big differences between the marks on the teachers' marking sheets and the Coordinator's marking sheets, the Coordinator should talk with both teachers about these differences during the Checking the Roll Book part of the Checking Visit the next day.

Day 2
On Day 2 of the Checking Visit at the end of Term 3, the Coordinator carries out the usual parts of a Checking Visit, following the Checking Visit Checklist at the end of this Section.

While the Coordinator is checking the Roll Books together with the teachers, he or she should talk with the teachers about any big differences between the marks that the teachers gave the students and the marks that the Coordinator gave the students on the Reading and Writing Test the day before. The Coordinator should look closely at the marks that the teachers have been giving their students on their weekly tests to see if the teachers' marks are too high or too low.

If only a few of the students are able to read and write, the Coordinator and the teachers must begin at once to find out and to solve whatever problems the class is having. About half of the class should be reading and writing without too much trouble at this time.

While the Coordinator is talking with the teachers about preparing for the next Term (Term 4) he or she should tell the teachers that in Term 4 the Story Track teacher can begin to have students use Breaking and Making and Sames and Differences when they read difficult words and sentences. During Term 4, the Workbook Track teacher can begin to have students read more naturally, without breaking the sentences down into words and without breaking words down into syllables.

At this time, the Coordinator should ask the Story Track teacher to prepare a short story on any of the Cultural Themes for the year, and send it to the Coordinator as soon as possible before the end of Term 4.

If only a few of the students in the community are reading and writing at the end of Term 3, the Coordinator should tell the Literacy Committee that they must begin at once to work with the teachers and the students to solve any problems that they are having before Term 4 begins. The Coordinator should tell the Literacy Committee that if these problems are not solved as soon as possible, they can expect very poor results from their program at the end of the year.

9) **Preparing for the Checking Visit at the end of Term 4**
Before the Checking Visit at the end of Term 4, the Coordinator should look at the stories that he or she asked the Story Track teachers in each community to send on the last Checking Visit. The Coordinator should choose a part of each story that has no more than two or three short sentences in it to be the Story for Reading for the Reading and Writing Test at the end of Term 4 in each community. The Coordinator should also find the picture for one of the Key Words in the Workbook for Term 4 for each language in the program and draw each picture again, each on a separate piece of paper, adding some action to it, to be the Picture for for the Term 4 Reading and Writing Test for each language.

The Coordinator should also find the file for each community. On this Checking Visit, the Coordinator should take a copy of each of the Checking Visit Checklists that he or she filled out during the year about each community, to help him or her and the Literacy Committee to decide which teachers should receive Program Teacher Certificates and continue to be Program Teachers.

10) **The Checking Visit at the end of Term 4**
The Checking Visit at the end of Term 4 lasts for at least two days. The first day of the visit should be used for the Reading and Writing Test, and the second day should be a regular Checking Visit.

Day 1 Reading and Writing Test
The Coordinator should follow all of the same steps that he or she used for the Reading and Writing Test at the end of Term 3 (see step 8a in this Section), except that the Story for Reading and the Picture for Writing should be the ones that the Coordinator prepared in step 9 of this Section, instead of the ones from step 7.

Day 2
On Day 2 of the Checking Visit at the end of Term 4, the Coordinator carries out the usual parts of a Checking Visit, following the Checking Visit Checklist at the end of this Section.

While the Coordinator is checking the Roll Books together with the teachers, he or she should talk with the teachers about any big differences between the marks that the teachers gave the students and the marks that the Coordinator gave the students on the Reading and Writing Test the day before. The Coordinator should look closely at the marks that the teachers have been giving their students on their weekly tests to see if the teachers' marks are too high or too low.

The Coordinator and the teachers now talk about each student one by one and decide which students can read and write well enough to be given a Literacy Certificate and to go on to Bridging Classes (for children) or to Open Classes (for adults), and which students will need to repeat the first year class (see Section 6 of this guide). The Coordinator should make a list of the names of all of the students who will be given Literacy Certificates.

Instead of talking to the teachers about preparing for the next term, the Coordinator should talk with the teachers about preparing for the next year. The teachers should make sure to:

a) make a list of the names of new and repeating students who are ready to start Story Track and Workbook Track classes for the next year;

b) make a list of students with Literacy Certificates who are ready to attend Bridging Classes or Open Classes for the next year;

c) make a list of all materials needed to write and print new books for the Bridging Classes or the Open Classes, and to reprint old books for the Story Track and Workbook Track classes for the next year;

d) give one copy of these lists to the Literacy Committee so that they can raise the money to buy the materials for the next year's classes;

e) give one copy of these lists to the Coordinator so that he or she can order the materials needed for the next year's classes;

f) plan to attend the next year's Training Course to be trained as Trainers; and

g) plan to write and print any new books needed for the next year's classes locally on the silkscreen printer in the community or at the next year's Training Course.

After talking with the Literacy Committee about the usual checklist items, the Coordinator shows the list of students who will be given Literacy Certificates to the Literacy Committee, and tells them that the Literacy Certificates will be sent to the Literacy Committee as soon as they are ready for the Literacy Committee to give to the students.

Next, the Literacy Committee and the Coordinator should look together at the Checking Visit Checklists that the Coordinator filled out about the two Program Teachers in the community during the year. If this is the first year that a teacher is teaching, it is a **Trial Year** for that teacher. During the Checking Visit at the end of Term 4 of a teacher's Trial Year, the Coordinator and the Literacy Committee decide if each Trial Year teacher should be given a Program Teacher Certificate and continue to be a Program Teacher, or if another teacher should be found to take his or her place.

Finally, the Coordinator and the Literacy Committee should talk about plans to continue the Story Track and Workbook Track classes and to set up or continue Bridging Classes or Open Classes for the next year.

11) **Certificates**

After finishing the Checking Visit at the end of Term 4, the Coordinator should use the **Literacy Certificate Model** (Model 5) at the end of this Section, to prepare a **Literacy Certificate** for each of the students whose names are on the Literacy Certificate list that the teachers in each community made up together with the Coordinator. The Coordinator should also use the **Program Teacher Certificate Model** (Model 6) at the end of this Section, to prepare **Program Teacher Certificates** for each of the teachers that the Coordinator and the Literacy Committees choose to continue as Program Teachers.

As soon as the Literacy Certificates and the Program Teacher Certificates for a community are ready, the Coordinator should sign them and send them to the Literacy Committee in that community to give out to the students and teachers who earned them.

MODEL 3. ROLL BOOK MODEL

PAGE 4		
Students' Names	**Fees**	
		a) Write the page number in the top left corner of the front side of the page. b) Fold this page along this line so that there is a right half (this half) and a left half. c) Divide the left half of this page into a wide column for Students' Names on the left and a narrow column for Fees on the right. d) Fold this half of this page under the left half.

PAGE 5

a) Write the page number in the top left corner of the front side of the page.

b) Write the name of the Term and the Week in the top right corner of this page.

c) Fold this page along this line, so that there is a right half and a left half (this half).

d) Divide the right half of this page into 7 columns: 5 narrow columns, one for each school day in the week; and 2 wider columns, one for Story Book Testing and one for Workbook Testing.

Term 1 - Getting Started Week						
M	**T**	**W**	**T**	**F**	**Story Book Testing**	**Workbook Testing**

MODEL 4. CHECKING VISIT CHECKLIST

Community ______________________ Date ______________________

A) **Watching the Teachers**

1) **Story Track teacher** Name: ______________________

a) Is the teacher having problems teaching the Lessons of the Story Track Patterns?

b) Is the teacher having problems with discipline? ______________________

c) Is the teacher having any problems with the alphabet used in the Story Books or with the way that these books are designed?

d) Is the teacher using a different Cultural Theme each week?

2) **Workbook Track teacher** Name: ______________________

a) Is the teacher having problems teaching the Lessons of the Workbook Track Patterns?

b) Is the teacher having problems with discipline? ______________________

c) Is the teacher having any problems with the alphabet used in the Workbooks or with the way that these books are designed?

d) Is the teacher teaching the Workbook Sections for the Term during the Weeks that match the numbers of the Sections?

B) **Checking the Roll Books**

a) Does each teacher have about the same number of students in his or her Roll Book?

____

b) Are the teachers marking the roll every day? ____________________

c) Are there many new students or many students no longer coming to classes?

____

d) Have all the students paid their School Fees? ____________________

e) **Term 1 Question:** How often does each student show interest, listen well, answer questions quickly, and try hard to read and write?

f) **Terms 2, 3, and 4:** Are the teachers testing the students?

C) **Preparing for the Next Term**

a) Are all of the program books for the next Term ready and are they in a safe place?

____

b) Have the teachers made sure that any group of students that they taught at the end of their teaching day in the past Term will be taught at the beginning of their teaching day in the next Term?

D) **Talking with the Teachers**

1) **Story Track teacher**

a) Are you having problems teaching your Lessons? ____________________

____

b) Are you having problems with discipline? ____________________

____

c) Are you having any problems using the Story Books? ____________________

2) **Workbook Track teacher**

a) Are you having problems teaching your Lessons? ____________________

____

b) Are you having problems with discipline? ____________________

____

c) Are you having any problems using the Workbooks? ____________________

____

E) **Talking with the Literacy Committee**

a) Are the Community Projects going ahead? ______________________________

____

b) Are the teachers being paid? ______________________________

c) Are the Program Teachers attending classes every day? ______________

MODEL 5. LITERACY CERTIFICATE

LITERACY CERTIFICATE

This is to certify that

____

has learned to read and write
the ____________________ language
in a Multi-Strategy Literacy Program

Signed by the Coordinator ____________________

Date ____________________

MODEL 6. PROGRAM TEACHER CERTIFICATE

PROGRAM TEACHER CERTIFICATE

This is to certify that

____

has successfully taught Local Language Literacy Classes
for the year ________ and is now
a Program Teacher for the ______________ language

Signed by the Coordinator ____________________

Date ____________________

Section 6. AFTER THE FIRST YEAR: OPEN CLASSES, BRIDGING CLASSES, AND NEW COMMUNITIES

Aims:

1) To make sure that community members who have learned to read and write go on to practise their reading and writing skills; and
2) to begin literacy classes in new communities.

How to carry out:

1) **Open Classes and Bridging Classes**
Once students have learned to read and write and they have been given Literacy Certificates, **Open Classes** or **Bridging Classes** must be started in their community to make sure that they keep on reading and writing. Open Classes and Bridging Classes also give students the chance to use their reading and writing skills to learn new things.

2) **Open Classes**
Open Classes must be set up in every community where there are adults who have learned to read and write and have been given Literacy Certificates. Open Classes must also be started wherever there are children with Literacy Certificates who do not have a chance to go to primary school. Both children and adults may attend the same Open Class together. Any person with a Literacy Certificate may attend an Open Class.

The aim of an Open Class is to give people who have learned to read and write a chance to read and write books, letters, and other materials that interest them, with the help of a teacher. In Open Classes, students are also given a chance to learn new things that will help them in their daily lives, such as mathematics, job skills, and information about health.

Open Classes should be one to two hours long and should be held at least two to three times a week, at a time of day when most people are free to attend them. Any classroom that is used for Story Track and Workbook Track classes may also be used for Open Classes. The teacher does not mark the roll in an Open Class. Students should come to Open Classes whenever they wish.

Either the Program Teachers or the Standby Teachers may teach the Open Classes in their communities. Open Class teachers do not need to have any special training, as long as they can read and write their language well. An Open Class teacher should always try to find out which things their students would like to read about or write about and make their classes interesting and enjoyable.

Books for Open Classes should be made in the community by the Open Class teacher and the Open Class students themselves. The Literacy Committee should make sure there are enough materials in the community to write and print Open Class books and enough crayons for Open Class students to use for writing. Open Class students may bring a pencil or pen (biro) and an exercise book to class to use for writing and keeping notes. Open Class books should be written about things that interest the students. Open Class students may also write and print Listening Books and Story Books for the Story Track classes and the Bridging Class in their community.

3) **Bridging Classes**
Children who have been given Literacy Certificates have already learned to read and write and do not need to learn these skills again. Children with Literacy Certificates usually find the first year of primary school (Grade 1) too easy and need special Grade 1 classes called **Bridging Classes**, where they can practise the reading and writing skills that they have already learned and use these skills to learn new things.

The Coordinator should work together with the Principal (or Headmaster) of any primary school near a community where children have been given Literacy Certificates to set up Bridging Classes for these children to attend in Grade 1. A Bridging Class is a special type of Grade 1 class, where children continue with Story Track and Workbook Track Lessons, instead of learning the usual reading and writing Lessons for Grade 1 (such as prereading and prewriting lessons). All subjects in a Bridging Class should be taught in the students' own language.

Bridging Class teachers must be Grade 1 teachers who speak the language of the community. These teachers must attend the Local Language Literacy Program Training Course as Observers for as long as they need to understand the Multi-Strategy Method and how to teach it.

The only books needed for Bridging Classes are Story Books for the Story Track Lessons. Books already written in the students' language may be used or new Story Books may be written and printed by the Bridging Class teacher or the Open Class students on the silkscreen printer in the community. Books in the students' language for other Grade 1 subjects may also be written and printed locally if necessary. The Literacy Committee or committee members for the primary school should make sure that there are enough materials in the community to write and print books for the Bridging Classes, if they are needed.

The Bridging Class teacher should teach Workbook Track Lessons in the same way as the Workbook Track teacher teaches the Sections in Workbooks 2, 3, and 4, using difficult words taken each week from the Story Books or other books that the students are reading in the Story Track Lessons for the week as Key Words.

In many communities, the official language taught and used in the primary school is not the same as the students' own language. In such cases, the Coordinator should work together with the Principal (or Headmaster) of the school to set up a Bridging Class, where the students learn Story Track and Workbook Track Lessons in their own language, instead of the usual Grade 1 lessons taught for reading, writing, and speaking the official language. During the whole year, all reading and writing is done in the students' language but during the second half of the year, the students begin the normal Grade 1 lessons for speaking the official language, and all other subjects are taught in the official language, with explanations in the students' own language.

If none of the Grade 1 teachers can speak the students' language, the Program Teachers from the community should be brought into the Bridging Class for one to two hours each day to teach Story Track and Workbook Track Lessons in the students' language, and the rest of the lessons will be the normal Grade 1 lessons in the official language. The Program Teachers should help the students as much as possible to understand the lessons that they are being taught in the official language.

Program Teachers or regular primary school teachers who speak the students' language should be brought in for a few hours each week to teach the students with Literacy Certificates in all grades other than Grade 1, in order to give these students a chance to continue practising reading and writing their own language, and to use the local language to help the students to understand the lessons that they are being taught in the official language.

4) **New Communities after the First Year**

After Term 4 of each year, the Coordinator should decide whether classes should be started in any new communities during the next year or instead, if the next year should be used to help old communities to make their programs more successful. If the results from the past year were poor, the Coordinator may choose to spend the next year retraining teachers, reprinting materials, starting new Community Projects, and having students repeat classes in the old communities. If the results from the past year were good, the Coordinator may choose to start other new classes in old communities or to start classes in new communities.

In the second year of a Local Language Literacy Program, no more than three new communities may start classes. In the third year, no more than five or six new communities may start classes. There should be only one Training Course in each of these years and only one new language may be added to the program at each Training Course. If there are more than five or six new communities in the fourth year of a Local Language Literacy Program (or in any year after the fourth year) the Coordinator should choose one or two **Supervisors** to help him or her with all of the steps in the Coordinator's Guide and two Training Courses should be held instead of one. Only one new language may be added to the program at each Training Course. There must be at least one Program Teacher with a Program Teacher Certificate from an old community to act as a Trainer for the Possible Teachers in each new community at each Training Course.

During years when no new language is added to a program, there is no need for an Experienced Worker and the Training Course should be used for:

a) training Program Teachers to be Trainers;
b) training Possible Teachers from new communities;
c) retraining or replacing teachers from old communities;
d) reprinting old books for the new communities;
e) reprinting damaged or lost books for the old communities; and
f) (if there is extra time) writing and printing more Listening Stories and books for Open Classes and Bridging Classes.

During years where a new language is added to a program, an Experienced Worker may be needed for two weeks during the First Tour to design or revise an alphabet and Workbooks 2, 3, and 4 for the new language. The Experienced Worker will not be needed at the Training Course. During these years, the Training Course should be used to do all of the things listed for other years, but new books will need to be written and printed in the new language, except for Workbook 1 which may be reprinted from old Models.

THE LOCAL LANGUAGE LITERACY PROGRAM EXPERIENCED WORKER'S GUIDE

Section 7. THE BEGINNING PLAN

Aim:

To train and help the Coordinator to write up a Beginning Plan and to prepare for organizing communities.

How to carry out:

1) Read this book and make sure that you understand each point.
2) Find out what has been written about the sounds of the language spoken by the Possible Communities and the languages of nearby or related communities and how to write them. Make sure to find any materials that have been used before to teach literacy in the language. Look at as many things written in the language as you can. If possible, ask speakers of the language if they like the way the language is written. Think about how the language might be written better, using the Alphabet Guide at the end of this book. Think about how the literacy materials already written might be adapted to the Workbook Track of the Multi-Strategy Method (see the Workbook Writing Guide at the end of this book).
3) Train and help the Coordinator to carry out all of the steps in Section 2 of this chapter, but especially steps 7, 8, and 9. Always allow the Coordinator to try to carry out a step in the Coordinator's Guide by him or herself before you try to help. Try not to give advice unless the Coordinator asks for it. Whenever the Coordinator needs your advice or your help, always give the advice or help in such a way as to train the Coordinator to become an Experienced Worker him or or herself. Never give advice to the Coordinator in public.

Section 8. ORGANISING COMMUNITIES

Aim:

1) To train and help the Coordinator to carry out the aims listed in Sections 3A, 3B, and 3C of this chapter;
2) to work with the Coordinator and community members to begin to design or revise an alphabet for the language of the Possible Communities, if necessary;
3) to work with the Coordinator and community members to begin to design Workbooks 2, 3, and 4 or to revise existing materials; and
4) to make sure that silkscreen printers and all other materials needed for writing and printing program books can be bought or made before the Training Course begins.

How to carry out:

1) Bring this book with you on the First Tour. Read the Alphabet Guide and the Workbook Writing Guide for Workbooks 2, 3, and 4 found at the end of this book.
2) Train and help the Coordinator to carry out all of the steps in Sections 3A and 3B of this chapter, but especially steps 3, 5, and 7 of Section 3A.

3) Before you leave the Coordinator at the end of the First Tour, make sure that all preparations have been made for writing and printing program books at the Training Course. Arrange to send copies of the Alphabet Book and the Models for Workbooks 2, 3, and 4 to the Coordinator as soon as you have finished writing them.

Section 9. THE TRAINING COURSE

Aim:

To train and help the Coordinator to carry out the aims and the steps listed in Sections 4A and 4B of this chapter in such a way that the Coordinator will be able to train Program Teachers and Trainers after you leave.

How to carry out:

1) Read Sections 4A and 4B of this chapter and all of the guides at the end of this book.
2) Make sure that you or the Coordinator has prepared Models for Workbooks 2, 3, and 4 for checking with the Possible Teachers.
3) Make sure that you or the Coordinator has prepared the extra Letter Boxes at the end of the Workbook Track Teachers' Guide for the language of the Training Course.
4) Plan to spend four weeks with the Coordinator and the Possible Teachers at the Training Course. During these four weeks:
    a) you should be watching the Coordinator very closely to see if he or she is having any problems, and try to help him or her to correct these problems by discussing them with him or her privately;
    b) you should be watching the Possible Teachers very closely to help them to correct any problems they are having, and you should be watching the teachers so that you can help the Coordinator to choose which of the Possible Teachers will be Story Track teachers and which will be Workbook Track teachers, and to choose which two of the Possible Teachers from each community will become Program Teachers;
    c) you should be watching the Literacy Committee members very closely to see if they are going ahead with all of the preparations needed for starting classes and keeping classes going, such as making sure that students come for the first days of classes, making sure that students pay their School Fees, and making sure that community members will work on Community Projects; and
    d) you should be talking with the Coordinator as much as possible about any problems that teachers or Literacy Committee members are having and about how to help them to solve these problems.
5) During the Training Course of the first year of a Local Language Literacy Program, the Experienced Worker and the Coordinator are Trainers. As a Trainer, you should work with the Coordinator to carry out all of the steps in Sections 4A and 4B of this chapter.

Chapter 4

THE LOCAL LANGUAGE LITERACY PROGRAM IN PRACTICE

Section 1. THE MULTI-STRATEGY METHOD IN PRACTICE: THE WAMBAO ENGA PII SUKULU PROGRAM IN THE ENGA PROVINCE, PAPUA NEW GUINEA

The Local Language Literacy Program in the Enga language began with a survey to find out if the people wanted a literacy program for their children. After the survey, some interested communities were chosen to start programs. Five communities set up Literacy Committees and chose community members who had been to school for from six to ten years to be Possible Teachers.

The Training Course was held for six weeks. In the first three weeks, the Possible Teachers learned how to read and write Enga well and wrote and printed Story Books on silkscreen printers for their classes. During the next three weeks, the Possible Teachers were divided into two groups. One group learned how to teach the Story Track and the other group learned how to teach the Workbook Track.

The main books used for the Story Track were the books that the Possible Teachers had printed themselves. Later, many more books were printed and used in the Story Track, one book for each Cultural Theme. Community members who were interested in the Local Language Literacy Program wrote these stories and other interested community members drew pictures to fit the stories, with one or two sentences for each picture. A book that had been used before to teach adults to read and write Enga in another program was adapted and used for the Workbook Track. This book used Key Words, Breaking and Making activities and simple sentences to teach the syllables. This book was divided into three books and was used for Workbooks 2, 3, and 4. The prereading activity book that is usually used in primary school Grade 1 classes was used as Workbook 1.

After the Training Course, a Local Language Literacy Program was tried out in only one community, with Trial Classes lasting for 18 weeks. There were two teachers, one for the Story Track and one for the Workbook Track. The children were about seven or eight years of age and were divided into two groups. Each teacher looked after one group of twenty to thirty children whose names they listed in their Roll Books. The teachers taught one group each for one hour, then the children changed classrooms and the teachers each repeated the same Lessons for the new group of children. In this community, short lessons were also taught each week in mathematics, cultural studies, health, science, and physical activities. The children were in class each day from 8:30 in the morning to 12:00 noon, with half an hour for a recess break between the Story Track and Workbook Track classes.

Two other teachers who had been trained at the Training Course set up their own classes in a community nearby. After only 18 weeks of classes, many children from both communities did very well on a Reading and Writing Test, so a Grade 1 Bridging Class was started for these children in the local primary school.

In the Bridging Class, the Enga language was used to teach all subjects. In the first half of the year English, the official language usually taught and used in primary schools, was not taught. Instead, the Story Track and the Workbook Track for reading and writing Enga were taught for one hour each. In the second half of the year the Bridging Class teacher changed the lessons in reading and writing Enga and made them shorter, since the students were all reading and writing very well by that time. At this stage the teacher began to teach the children how to speak English and began to use English more and more to teach all of the Grade 1 subjects. While the children were learning to talk about the main ideas that they were learning in all of their subjects in English, they were reading and writing these ideas in Enga only. In this way the Bridging Class students had a chance to learn these ideas in a language that they fully understood and were comfortable using.

By the time they had completed the Grade 1 Bridging Class, the children who started to read and write in the Local Language Literacy Program were speaking English much better than children who had completed a normal Grade 1 class in English in the same primary school during the same year, and who had not learned to read and write in a Local Language Literacy Program.

After Grade 1, the Bridging Class students will learn to read and write English and all subjects will be taught to them in English. The Enga language will be used for one hour each day for reading, writing, and talking about difficult parts of the lessons that have been taught in English.

The Trial Classes were so successful that Local Language Literacy classes were started in five more communities. Some of the teachers who had been trained at the Training Course were not able to teach so that only two of the five communities were able to start classes with both a Story Track teacher and a Workbook Track teacher. Of the other three communities, two started Workbook Track classes only and one started Story Track classes only.

At the end of four Terms, the results of Reading and Writing Tests were very good in the communities where the children had been taught using both the Story Track and the Workbook Track. Many of these children could read stories that they had never seen or heard before quickly and with understanding. Many were also able to write long and interesting stories, with most of the words written correctly.

After four Terms, most of the children in the communities with only a Workbook Track teacher were able to read and write, but many of them read by sounding out the syllables slowly and with little understanding. These children could write only short, uninteresting stories with most of the words joined together and not separated from one another.

After four Terms, the children in the community with only a Story Track teacher could not read stories that they had not heard before. These children could not write stories with real words but wrote blocks of letters in any order instead.

The results from these classes show that when both the Story Track and the Workbook Track are used, students learn to read and write quickly and with understanding and confidence. When only the Workbook Track is used, students need much more help before they can become fluent readers and writers. When only the Story Track is used, students have a good sense of what fluent and creative reading and writing are, but they do not have the skills needed to read and write correctly. It is therefore very important that at least four teachers from each community be trained at a Training Course: two teachers for the Story Track and two teachers for the Workbook Track. In this way, each community can be sure to set up classes for both Tracks, even if one or two of its teachers are not able to teach.

Section 2. THE COMMUNITY FRAMEWORK IN PRACTICE: THE ORO EDUCATION RESEARCH PROJECT TOKPLES PRISKUL PROGRAM IN THE ORO PROVINCE, PAPUA NEW GUINEA

In the Oro Province of Papua New Guinea the Community Framework has been put into practice with good results so far, with Multi-Strategy Literacy classes soon to start. After a survey of the province by a university survey team, a member of the survey team was put in charge of the program as Coordinator. A volunteer Experienced Worker was found to advise and train the Coordinator.

The Coordinator and the Experienced Worker wrote a Beginning Plan for the program, choosing the aims that the communities of the province were most interested in:

1) making students more successful in school;
2) showing students the importance of their own language and culture; and
3) making students more productive members of their communities.

Five Possible Communities speaking four different languages were chosen for First Tour visits and, after the Second Tour, two Program Communities were chosen to begin classes. There was no money from outside of the communities to pay for program costs and the Six Step Plan has been followed closely, with communities paying for all costs with money from Community Projects and School Fees. Since the communities were most interested in Literacy for children, the Coordinator and the Experienced Worker decided to start the program with pre-school classes of from 30 to 60 students in each community. Communities with more than 30 students would have double classes.

Dates for the First Tour, the Second Tour, and a two-part Training Course were set and included in the Beginning Plan and long term plans for adult literacy classes were mentioned. The plan was then shown to the Education Division of the Provincial Government and the Coordinator announced the dates of the First Tour during a public service program on the provincial radio station where the aims of the program and the Six Step Plan were also discussed.

On the First Tour, the Coordinator and the Experienced Worker visited all five of the Possible Communities and work on designing an alphabet and Workbooks for each language was begun. Temporary Literacy Committees were set up in each community, and the Coordinator and the Experienced Worker talked with each Literacy Committee and other community members about the aims of the program and about what they would need to do to complete the Six Step Plan during the three months before the Second Tour visit. The Coordinator made sure that the Principal (or Headmaster) of the local primary school was a member of each Literacy Committee, so that plans could be easily made for setting up Bridging Classes after the first year. Finally, the Coordinator talked with the people who were likely to become Possible Teachers in each community to explain what they would need to do if their community were chosen to be a Program Community.

Between the First Tour and the Second Tour, Alphabet Books were written for each language and given to the Literacy Committees for their approval, and the Second Tour was announced over the provincial radio station.

On the Second Tour, the Coordinator and the Experienced Worker went to each of the five Possible Communities to see whether the Literacy Committees had carried out the Six Step Plan, to correct the Alphabet Books and get them approved, to test Possible Teachers, and to replace Possible Teachers who could not read and write well. Once they had visited all five Possible Communities, the Coordinator and the Experienced Worker chose the two communities who had completed the Six Step Plan to be Program Communities. The other communities were told that they could try again the next year to become Program Communities.

The Coordinator then collected the money to buy materials for the Training Course from the Program Communities. One Program Community had started a community store as a Community Project to support its program. This community had already build a classroom for literacy classes and had decided to pay its literacy teachers a small amount of money every two weeks.

The other Program Community had problems raising the money for all of the items on the Price List so the Literacy Committee decided to have the students' parents make chalkboards for their children with local materials. The local primary school decided to allow literacy classes to be held in one of its classrooms and gave some materials to help the program to get started. A youth group in the community then decided to pay for the other program costs in the first year, while the Literacy Committee set up a Community Project to supply food from community gardens to the kitchen of a high school about 30 kilometres away. Finally, the teachers from the Program Communities were told to attend the first part of the Training Course, which began two weeks after the end of the Second Tour.

The Possible Teachers from the Program Communities and Observers from other communities attended the first part of the Training Course, where they completed the work of the First Week and the Second Week of the Local Language Literacy Program Training Course. The Coordinator and the Experienced Worker acted as Trainers at the Training Course. During the first part of the Training Course, Workbooks 1, 2, and 3 and several Listening Books and Story Books were written and printed on silkscreen printers by the Possible Teachers and the Observers in the language of each Program Community. The Possible Teachers also began to train for the Story Track and the Workbook Track in Teach and Do Sessions.

The Possible Teachers will write and print Workbook 4 and more Listening Books and Story Books during the second part of the Training Course, where they will also attend Drilling Sessions, Trial Classes and Probelm Solving and Drilling Session as classes begin in their communities. All of the Possible Teachers will attend the first two weeks of the second part of the Training Course (the Third Week and the Fourth Week) in the community that the Coordinator has arranged to be the Host Community. The final two weeks of the Training Course (the Fifth Week and the Sixth Week) will be held in the Other Community, where the Coordinator will train the Other Community Possible Teachers and start classes in the Other Community without the help of the Experienced Worker.

GUIDE A: STORY TRACK TEACHERS' GUIDE

PLAN 1: WEEKLY STORY TRACK PLAN FOR TERMS 1, 2, 3, AND 4

LESSON 1.1: STUDENTS' BIG STORY - MONDAY AND WEDNESDAY PATTERN

Experience and New Students' Big Story (15 minutes)

Aim:

To show students that writing has meaning.

How to prepare:

1) Think of an Experience on the Cultural Theme and get things ready for it.
2) Get ready:
    big paper and felt pen or big black crayon
    or
    big chalkboard and chalk.

How to teach:

1) Gather the students.
2) Give them an Experience on the Cultural Theme.
3) Talk about the Experience with the students.
4) The students tell a story about the Experience.
5) Write the story on big paper or on the chalkboard.
6) Read the story in a natural way pointing to each word as you read.
7) Read the story again with the students.
8) Have individual students read the story.
9) Read the story again with the students.
10) Hang the Students' Big Story in a place where students can easily read it at any time.

LESSON 1.2: LISTENING STORY AND READING ALONE - MONDAY AND WEDNESDAY PATTERN

New Listening Story (5 minutes) **and Reading Alone** (10 minutes)

Aims:

1) To show students that writing has meaning; and
2) to allow students to enjoy hearing and reading stories.

How to prepare:

1) Choose a Listening Story on the Cultural Theme from the Listening Book, or write one yourself.
2) Get ready:
    enough Story Books for each student to read alone.

How to teach:

1) Read the Listening Story to the students.
2) Ask the students questions about the story.
3) Give out Story Books to each student.
4) Have the students sit in places by themselves and read quietly.
5) Call students one by one to come and read part of their book with you, following your finger and your voice.
6) Collect the Story Books and leave copies around the classroom.

LESSON 1.3: STORY BOOK AND BIG BOOK - MONDAY AND WEDNESDAY PATTERN

New Story Book and New Big Book (15 minutes)

Aim:

To show students how to read naturally, with understanding and enjoyment.

How to prepare:

1) Get ready:
    Monday: one copy of the Story Book for the week; and
    Wednesday: the Big Book for the week.

How to teach:

1) Tell the students to go to their own places.

Play the Picture Story Game:

2) Show the students the first picture in the book.
3) Get the students to guess what the sentence above or below the picture is saying.
4) Read the sentence in a natural way pointing to each word while you read.
5) Praise the student who guessed what the sentence was saying.
6) Repeat steps 2, 3, 4, and 5 for each picture in the book.
7) Read the whole story.
8) Read the story again with the students.
9) If there is time, ask individual students to read individual sentences from the story.
10) Read the story again with the students.

LESSON 1.4: WRITING - MONDAY AND WEDNESDAY PATTERN

Writing Stories (15 minutes)

Aim:

To encourage students to think of stories and to try to draw and write them.

How to prepare:

1) Get ready:
    a small chalkboard and chalk for each student
    or
    a large flat space on the ground where students can write with sticks.

How to teach:

1) Give out a small chalkboard and chalk to each student
   or
   give each student a stick to write with on the ground.
2) Talk with the students about the Experience from the Students' Big Story Lesson.
3) Tell the students to each draw a picture and write a story about what they saw or heard.
4) Walk around the class to encourage the students to get started. Do not correct the students in any way.
5) When each student is finished, have the student read his or her story and make sure that the student points to each word as he or she reads.
6) Praise each student for whatever he or she wrote, even if it is only scribbles.
7) Collect the chalkboards and chalk from the students.

LESSON 1.1: STUDENTS' BIG STORY - TUESDAY AND THURSDAY PATTERN

Repeat Students' Big Story (15 minutes)

Aim:

To show students that writing has meaning.

How to prepare:

1) Get ready:
   the Students' Big Story that you wrote the day before about the Experience.

How to teach:

1) Gather the students.
2) Read the story about the Experience.
3) Read the story again with the students.
4) Have individual students read the story.
5) Read the story again with the students.

Play the Hide a Word Game:

6) Cover up one of the words in one of the sentences and have the whole class read the sentence, including the word that they cannot see.
7) Uncover the word for all to see.
8) Have the students read the word that was covered.
9) Have the students read the whole sentence again.
10) Repeat steps 6, 7, 8, and 9 with individual students using other words in other sentences.
11) Hang the Students' Big Story in a place where students can easily read it at any time.

LESSON 1.2: LISTENING STORY AND READING ALONE - TUESDAY AND THURSDAY PATTERN

Repeat Listening Story (5 minutes) **and Reading Alone** (10 minutes)

Aims:

SEE LESSON 1.2 FOR MONDAY AND WEDNESDAY.

How to prepare:

1) Find the Listening Story from the day before.
2) Get ready:
    enough copies of the Story Book for the week for each student to read alone.

How to teach:

SEE LESSON 1.2 FOR MONDAY AND WEDNESDAY.

LESSON 1.3: STORY BOOK AND BIG BOOK - TUESDAY AND THURSDAY PATTERN

Repeat Story Book and Big Book (15 minutes)

Aim:

SEE LESSON 1.3 FOR MONDAY AND WEDNESDAY

How to prepare:

1) Get ready:
    Tuesday: one copy of the Story Book for the week from Monday,
    Thursday: the Big Book for the week from Wednesday.

How to teach:

SEE LESSON 1.3 FOR MONDAY AND WEDNESDAY.

LESSON 1.4: WRITING - TUESDAY AND THURSDAY PATTERN

Writing Stories (15 minutes)

Aim:

SEE LESSON 1.4 FOR MONDAY AND WEDNESDAY.

How to prepare:

1) Get ready:
    one sheet of paper and a crayon for each student.

How to teach:

1) Give out a sheet of paper and a crayon to each student.
2) Talk with the students about the Cultural Theme for the week.
3) Tell the students to each draw a picture and write a story about the Cultural Theme.

4) Walk around the class to encourage the students to get started. Do not correct the students in any way.
5) When each student is finished, have the student read his or her story and make sure that the student points to each word as he or she reads.
6) Praise each student for whatever he or she wrote, even if it is only scribbles.
7) After praising each student, write his or her name and the date on his or her paper.
8) Collect the stories and crayons.
9) Hang some of the stories on the walls of the classroom and leave the others in a place where students can easily read them at any time.

LESSON 1.1: STUDENTS' BIG STORY - FRIDAY PATTERN

Revision of Students' Big Stories (15 minutes)

Aim:

SEE LESSON 1.1 FOR TUESDAY AND THURSDAY.

How to prepare:

1) Get ready:
   the Students' Big Stories that you wrote on Monday and Wednesday.

How to teach:

SEE LESSON 1.1 FOR TUESDAY AND THURSDAY - USE ALL STEPS FOR BOTH STORIES.

LESSON 1.2: LISTENING STORY AND READING ALONE - FRIDAY PATTERN

Reading Alone and Story Book Testing (15 minutes)

Aim:

To find out if the students can read the Story Book for the week.

How to prepare:

1) Get ready:
   a) enough Story Books for each student to read alone;
   b) one copy of the Story Book for the week, introduced on Monday, for the teacher to use for testing; and
   c) the Roll Book or Roll Books where all of the names of the students in the class are listed.

How to teach:

1) Give out Story Books to each student. Do not tell the students that they are being tested.
2) Have the students sit in places by themselves and read quietly.
3) Call the students one by one to come and read one of the sentences from the Story Book for the week. Do not give students any help with your finger or your voice, unless they need it. Use a different sentence with each student.
4) Give each student a mark from 1 to 5 in the Roll Book on the page for the Week in the Story Book testing column. The best readers will have a mark of 5, the poorest readers will have a mark of 1.
5) If the whole class cannot be tested in 15 minutes, test one half of the students each week.
6) Collect the Story Books and leave copies around the classroom.

LESSON 1.3: STORY BOOK AND BIG BOOK - FRIDAY PATTERN

Revision of Story Book and Big Book (15 minutes)

Aim:

SEE LESSON 1.3 FOR MONDAY AND WEDNESDAY.

How to prepare:

1) Get ready:
    a) the Story Book for the week from Monday; and
    b) the Big Book for the week from Wednesday.

How to teach:

1) Tell the students to go to their own places.
2) Read the first sentence of the Story Book for the week.
3) Read the sentence again with the students.
4) Ask some individual students to read the sentence.
5) Read the sentence again with the students.
6) Repeat steps 2, 3, 4, and 5 for each sentence of the story.
7) Read the whole story.
8) Read the story again with the students.
9) If there is time, ask individual students to read individual sentences from the story.
10) Read the story again with the students.
11) Repeat all of the above steps for the Big Book for the week.

LESSON 1.4: WRITING - FRIDAY PATTERN

Writing Stories (15 minutes)

Aim:

SEE LESSON 1.4 FOR MONDAY AND WEDNESDAY.

How to prepare:

1) Get ready:
    a small chalkboard and chalk for each student;
    or
    a large flat space on the ground where students can write with sticks;
    or
    one sheet of paper and one crayon for each student.

How to teach:

IF CHALKBOARDS OR GROUND ARE USED, SEE LESSON 1.4. FOR MONDAY AND WEDNESDAY.
IF PAPER AND CRAYONS ARE USED, SEE LESSON 1.4. FOR TUESDAY AND THURSDAY.

MODEL ST1: FRONT COVER PAGE MODEL, FOR ALL BOOKS

Write the name of the book in the local language here.

Write the name of the book in the official language here.

Draw the picture here.

Write the name of the language in the local language here.

Write the name of the language in the official language here.

Write the place of printing here.

Write the kind of book in the offical language here.

Write the Term number here.

Write the date here.

Write the number of copies here.

Yui waa katapae

Yana mendeme yui mende endaki mate mendenya kandelyamo. Yana dokome yui doko nalanya masilyamo. Yui dokome yana doko kandao endaki pete dono kanda lelyamo. Yana dokome baanya wayange tange kandelyamo. Yana dokome yui doko kame silyamo. Yui doko paka pelyamo.

Saa yawea

Kote mendepa wane kole lapoma kateambi. Dopa pingimba doko wane kole mupa doko baa saa eke tala pea. Saa eke tao satete lapoma katea. Satete tepo dokonya andaka epea. Saa mandea dupa baanya kaiminingi kole doko maiya. Baame mena mende nyepala saa dupa-pipa yawea.

MODEL ST2: LISTENING BOOK MODEL

Write the name of the first Listening Story here.

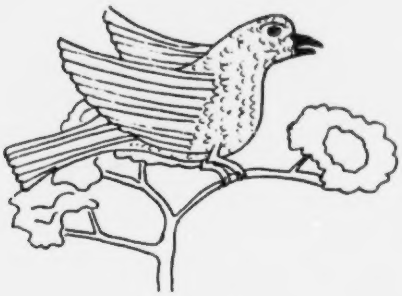
Write the first Listening Story here.

Write the name of the second Listening Story here.

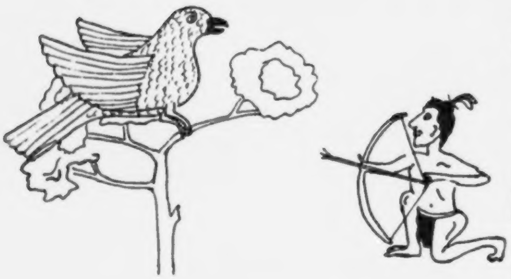
Write the second Listening Story here.

Write the page number here.

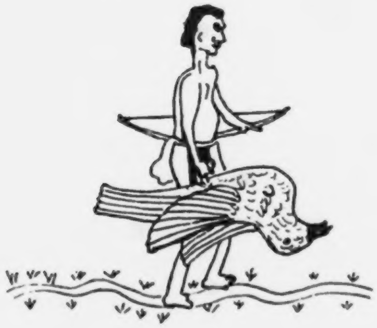
Wane dokome yaka mende pilyamo



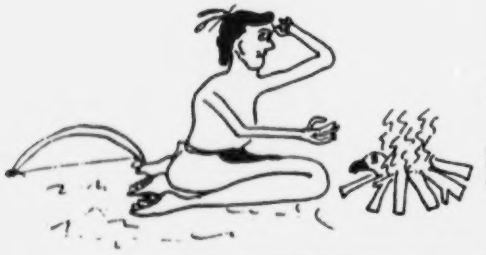
Yaka doko baa
ita ketae dokonya
palenge.



Wane mendeme yaka
doko ita ketae
dokonya pitipumo
kandatala yandame
pilyamo.



Wane dokome yaka
doko pyapala minao
andaka pilyamo.



Yaka doko wane
dokome yangao
nalanya pilyamo.

Wane ongome aipa pilyape?

Embame yaka ongo apimi nalapomo
lao masilipi?

MODEL ST3: STORY BOOK MODEL FOR TERMS 1 AND 2

Write the name of the story here.

Draw the first picture here.

Draw the second picture here.

Draw the third picture here.

Draw the fourth picture here.

Write the two questions here.

MODEL ST4: STORY BOOK MODEL FOR TERMS 3 AND 4 FRONT SIDE

Write 2 to 3 sentences in Term 3 and 3 to 4 sentences in Term 4 here.

Write the page number here.

MODEL ST5: STORY BOOK MODEL FOR TERMS 3 AND 4 BACK SIDE

Draw the picture here.

Write 1 to 2 sentences in Term 3 and 2 sentences in Term 4 here.

Write the page number here.

MODEL ST6: BACK COVER PAGE MODEL FOR STORY BOOKS FOR TERMS 3 AND 4

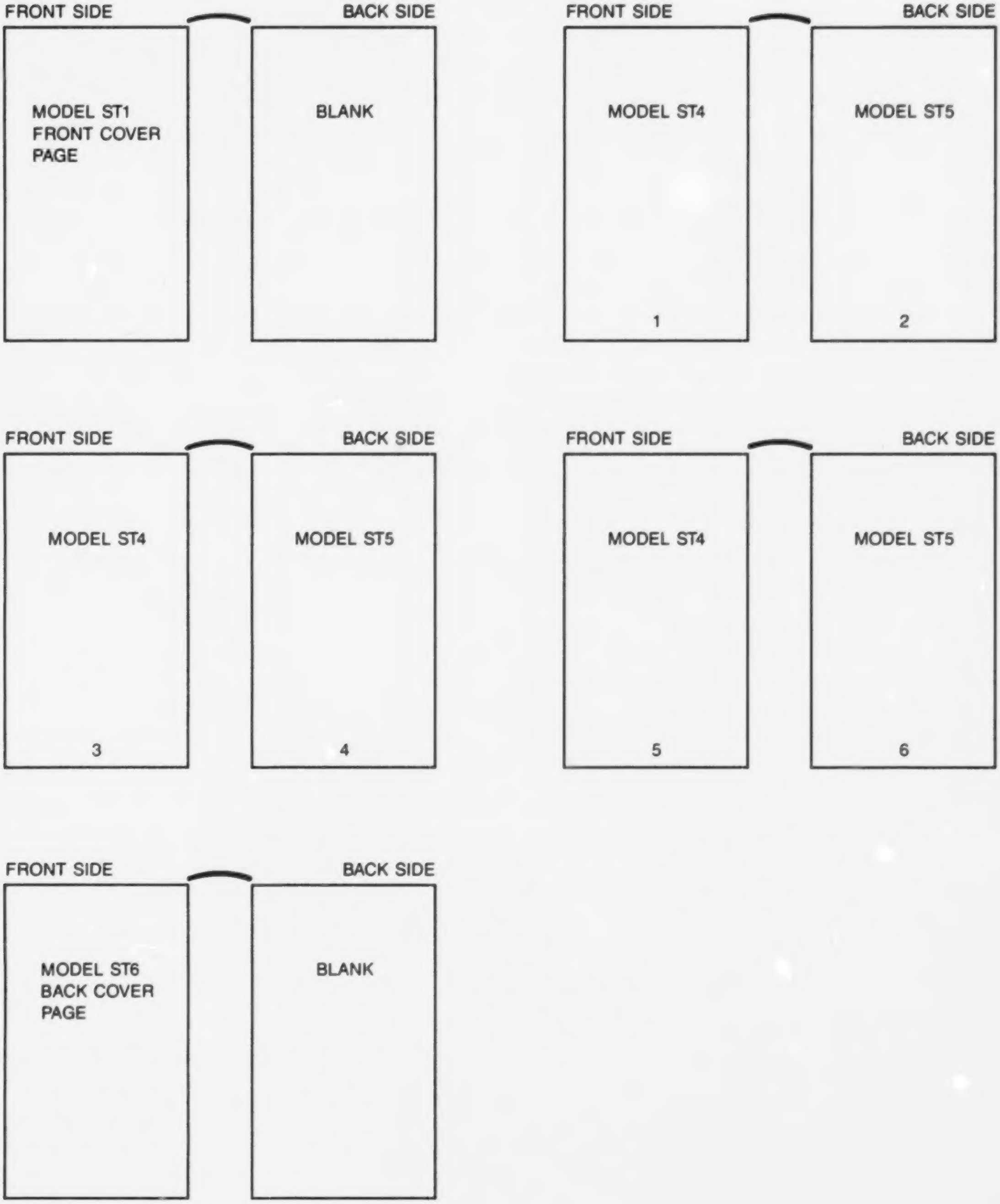
Write the name of the story here.

Write the whole story here.

Write the 3 questions here.

Write the page number here.

MODEL ST7: MODEL FOR BOOKS WITH MANY PAGES
(Example for the Story Book for Terms 3 and 4.)


FRONT SIDE
BACK SIDE
MODEL ST1
FRONT COVER
PAGE
BLANK
FRONT SIDE
BACK SIDE
MODEL ST4
1
MODEL ST5
2
FRONT SIDE
BACK SIDE
MODEL ST4
3
MODEL ST5
4
FRONT SIDE
BACK SIDE
MODEL ST4
5
MODEL ST5
6
FRONT SIDE
BACK SIDE
MODEL ST6
BACK COVER
PAGE
BLANK

GUIDE B: WORKBOOK TRACK TEACHERS' GUIDE

PLAN 2: WORKBOOK TRACK PLAN FOR TERM 1 - GETTING STARTED WEEK AND WEEK 1

LESSON 2.1: HOLDING BOOKS AND LEARNING NAMES - MONDAY AND WEDNESDAY PATTERN

Hold a Book and Look at your Name (15 minutes)

Aims:

1) To show students how to hold a book correctly, how to turn the pages, how to find where to start reading and which direction to read; and
2) to get students to recognize their own names.

How to prepare:

1) Get ready (for Hold a Book):
   one copy of Workbook 1 for each student and for the teacher.
2) Get ready (for Look at your Name):
   one Name Card for each student.

How to teach:

1) Gather the students.

Hold a Book:

2) Give out one copy of Workbook 1 to each student. Tell the students that they should always handle books carefully and not write in them.
3) Show students how to hold the Workbook correctly and get them to hold their books the same way.
4) Show students how to turn the pages of the Workbook one at a time and get them to turn the pages of their books in the same way.
5) Show students the front cover of the book and then have each student point to the front cover of his or her own book.
6) Now show students and have them point to: the back cover, the first page, the last page, the top of the book, the bottom of the book, the place to start reading on a page, and the place to finish reading on a page.
7) Collect the Workbooks.

Look at your Name:

8) Give each student his or her Name Card and read the Name Card to the whole class as you give it out.
9) Ask each student to read his or her name from the card.
10) Ask the students to look at their Name Cards carefully and to remember how their names are written.
11) Collect the Name Cards.

LESSON 2.2: HEARING SOUNDS - MONDAY AND WEDNESDAY PATTERN

Listen for Sounds (15 minutes)

Aim:

To train students' ears to hear individual sounds around them and to tell who or what is making the sounds.

How to prepare:

NO SPECIAL PREPARATION.

How to teach:

1) Talk with the students about sounds that people usually stop to listen for, like school bells, aeroplanes, or people calling out.
2) Have students close their eyes and listen for sounds inside of the classroom.
3) Have students name each sound that they hear and tell who or what is making the sound.
4) Have students close their eyes and listen for sounds outside of the classroom.
5) Repeat step 3.
6) Take the students to a place outside of the classroom.
7) Repeat steps 2 and 3.
8) Gather the students and return to the classroom.

LESSON 2.3: FINDING SAMES - MONDAY AND WEDNESDAY PATTERN

Find the Same Picture (15 minutes)

Aim:

To train students' eyes to find pictures that look the same and to tell them apart from other pictures that are different.

How to prepare:

1) Find the first Find the Same Picture activity that you have not yet taught in Workbook 1.
2) Get ready:
   one copy of Workbook 1 for each student and the teacher.

How to teach:

1) Give out a copy of Workbook 1 to each student.
2) Open Workbook 1 to the new Find the Same Picture activity. Each activity has three rows.
3) Show the students the page and have them open their Workbooks at that page.
4) Show the students where the activity begins on the page and have them point to that place in their books.
5) Show the students where the activity ends (3 rows below) and have them point to that place.
6) Ask the students to point to the picture that comes before the upright line (that is, to the left of the upright line) in the first row.
7) Ask a student to come to the front of the room and draw that picture on the big chalkboard.

8) Ask the students to find the picture after the upright line (that is, to the right of the upright line) in the first row that is the same as the first picture (before the line) in the first row. Now have the students point to that picture.
Note: Do this activity from right to left instead of left to right if the language of the community is written from right to left.
9) Check to make sure that all of the students are pointing to the correct picture. Do not go on until all of the students are pointing to the correct picture.
10) Repeat steps 6, 7, 8, and 9 for the pictures in the second row of the activity.
11) Repeat steps 6, 7, 8, and 9 for the pictures in the third row of the activity.
12) Collect the Workbooks from the students.
13) If there is time, draw more rows of pictures on the big chalkboard in the same way as in the Workbook but change the order of the pictures. Ask individual students to come and point to the picture that is the same as the first picture in each row.

LESSON 2.4: WRITING - MONDAY AND WEDNESDAY PATTERN

Write Lines (15 minutes)

Aim:

To train students' hands to draw lines in different ways.

How to prepare:

1) Find the first Line Box Set that you have not yet taught in the Workbook Teachers' Guide.
2) Get Ready:
    a small chalkboard and chalk for each student.

How to teach:

1) Give out a small chalkboard and chalk to each student.
2) Draw a big square on the big chalkboard for all of the students to see.
3) Draw the first line of the first box of the new Line Box Set, starting from the top left hand side of the box (start from the top right hand side of the box if the language of your community is written from right to left).
4) Have the students draw the first line in exactly the same way on their chalkboards, using the whole chalkboard as the square.
5) Quickly check around the room to see if all of the students have written the line correctly. Help students who are not able to follow.
6) Now draw the second line of the first box, have the students draw it as well, and quickly check the students' work.
7) Repeat steps 3, 4, and 5 until half of the first box is filled with lines.
8) Allow the students to draw the rest of the lines by themselves while you complete the box on the chalkboard.
9) Quickly check around the room to see if all of the students have filled in the box correctly. Help students who are not able to do the activity.
10) Have the students erase their chalkboards.
11) Repeat steps 2, 3, 4, 5, 6, 7, 8, 9, and 10 for the second box of the new Line Box Set.
12) Repeat steps 2, 3, 4, 5, 6, 7, 8, 9, and 10 for the third box of the new Line Box Set.
13) Collect the chalkboards and chalk from the students.

LESSON 2.1: HOLDING BOOKS AND LEARNING NAMES - TUESDAY, THURSDAY, AND FRIDAY PATTERN

Write your Name (15 minutes)

Aim:

To get students to recognize and write their own names, either by copying them or from memory.

How to prepare:

1) Get ready:
   a) Name Cards; and
   b) a small chalkboard and chalk for each student.

How to teach:

1) Gather the students.
2) Give each student his or her own Name Card.
3) Ask the students to look at their Name Cards carefully and read them.
4) Give out a small chalkboard and chalk to each student.
5) Have students write their names on their chalkboards, using their Name Cards as models. When students are ready, they may turn their Name Cards over and write their names from memory.
6) Walk around the classroom and help each student to copy his or her name.
7) Ask students to raise their hands when they have finished writing their names.
8) When all of the students have finished writing, collect the Name Cards.
9) If there is time, hold up the Name Cards one at a time, and have each student match what he or she has written on the chalkboard with his or her Name Card.
10) Collect the chalkboards and chalk from the students.

LESSON 2.2: HEARING SOUNDS - TUESDAY, THURSDAY, AND FRIDAY PATTERN

Make Sounds (15 minutes)

Aims:

1) To train students to hear individual sounds around them, to tell when sounds are the same or different, and to tell who or what normally makes the sounds; and
2) To train students to hear regular rhythms or beats and to clap the same beats with their hands.

How to prepare:

1) Get ready:
   a stick or something else to use to make sounds with by tapping it against things in the classroom.

How to teach:

1) Talk about some of the sounds that the students have been listening to during the week.
2) Get one of the students to make the sound of a person, an animal, or a thing and then have the other students guess who or what usually makes that sound.
3) Get the whole class to repeat the sound.
4) Get other students to make other sounds and repeat steps 2 and 3 several times.
5) Have the students close their eyes.

6) Tap two objects in the classroom with the stick and ask the students whether the objects are the same or different.
7) Ask the students to guess which objects were tapped.
8) Repeat steps 5, 6, and 7 several times with individual students tapping two objects instead of the teacher tapping them.
9) Use the stick or your hand to tap a regular rhythm against an object in the classroom.
10) Get the students to clap their hands with the rhythm while you are tapping it.
11) Now stop tapping and have the students try to clap the rhythm by themselves.
12) Repeat steps 9, 10, and 11, using different rhythms with groups or individual students.

LESSON 2.3: FINDING SAMES - TUESDAY, THURSDAY, AND FRIDAY PATTERN

Find the Same Picture (15 minutes)

Aim:

SEE LESSON 2.3 FOR MONDAY AND WEDNESDAY.

How to prepare:

SEE LESSON 2.3 FOR MONDAY AND WEDNESDAY.

How to teach:

SEE LESSON 2.3 FOR MONDAY AND WEDNESDAY.

LESSON 2.4: WRITING - TUESDAY, THURSDAY, AND FRIDAY PATTERN

Write Lines (15 minutes)

Aim:

SEE LESSON 2.4 FOR MONDAY AND WEDNESDAY.

How to prepare:

SEE LESSON 2.4 FOR MONDAY AND WEDNESDAY.

How to teach:

SEE LESSON 2.4 FOR MONDAY AND WEDNESDAY.

PLAN 3: WORKBOOK TRACK PLAN FOR TERM 1 - WEEKS 2 TO 8 AND REVISION WEEK

LESSON 3.1: MAKING PICTURE STORIES - PATTERN FOR ALL DAYS OF THE WEEK

Make a Picture Story (15 minutes)

Aim:

To train students to read pictures and write picture stories in order from left to right (or from right to left for languages which are written from right to left).

How to prepare:

1) Find the first Make a Picture Story activity picture that you have not yet taught in Workbook 1.
2) Get ready:
    a) one copy of Workbook 1 for each student and the teacher; and
    b) a small chalkboard and chalk for each student and the teacher.

How to teach:

1) Give out a small chalkboard and chalk to each student.
2) Divide a small chalkboard into a row of three equal spaces by drawing two lines from the top to the bottom. First draw one line, have students draw a line in exactly the same way on their chalkboards, and quickly check around the room to see that they have drawn the line correctly. Next draw the second line, have the students draw their own second lines, and check their work. Each student's chalkboard should now be divided into a row of three equal spaces.
3) Give out a copy of Workbook 1 to each student.
4) Open Workbook 1 to the new Make a Picture Story activity picture, show the students the picture, and have them point to it in their Workbooks.
5) Check to make sure that all of the students are pointing to the same picture.
6) Have the students copy the new Make a Picture Story activity picture in the first space on their chalkboards (that is, the left hand space). Check to make sure that students have copied the correct picture in the correct space.
7) Collect the Workbooks from the students.
8) Talk with the students about the objects or people in the picture that they have drawn and ask them to make up a story about the picture.
9) Ask the students to think about the first thing that will happen to the person or object in their stories and then to draw the first thing that happens in the middle space of their chalkboards.
10) Check to make sure that students are drawing in the correct space.
11) When students have finished drawing, ask them to think about the last thing that will happen in their stories and then to draw the last thing that happens in the last space on their chalkboards.
12) Check around the room, asking individual students to read their stories while they point to the pictures from left to right (or from right to left for languages which are written from right to left).
13) Ask a few students whose stories start on the left hand side of their chalkboards and end up on the right hand side to come up one by one to the front of the classroom and tell each story, pointing to the pictures on their chalkboards for all to see as they tell their stories.
14) Collect the chalkboards and chalk from each student.

LESSON 3.2: HEARING SOUNDS - PATTERN FOR ALL DAYS OF THE WEEK

Hear Words and Hear Syllables (15 minutes)

Aim:

To train students' ears to hear words and syllables.

How to prepare:

1) Find the first Key Word in Workbook 2 or 3 that you have not yet used for this lesson.
2) Look at the sentences on the second page of the Section where the Key Word is introduced and find the sentences that contain the new Key Word for this lesson.
3) Think of other sentences with the Key Word in them and write them down before class.
4) Get ready:
    one copy of Workbook 2 or Workbook 3.

How to teach:

1) Tell the students the Key Word and talk with them about the person or object named by the Key Word.
2) Read a sentence from the Workbook that has the Key Word in it and ask the students all to clap once when they hear the Key Word in the sentence.
3) Repeat step 2 with the same sentence, asking individuals to clap when they hear the Key Word.
4) Repeat steps 2 and 3 with other sentences from the Workbook and with the sentences that you have made up.
5) Now, say the Key Word again slowly, clapping your hands once for each syllable beat.
6) Have the students say the Key Word, clapping as they say each syllable.
7) Ask the students to think of words that begin with the same syllable as the Key Word.
8) As soon as a student thinks of a word, have the student stand up and say the word, clapping out the syllables.
9) Have the whole class say the student's word, clapping out each syllable.
10) Repeat steps 7, 8, and 9 with different words.
11) Say the Key Word again along with the class, clapping out the syllables.
12) Ask the students to think of words that end with the same syllable as the Key Word.
13) Repeat steps 8 and 9.
14) Repeat steps 12, 8, and 9 for other words.

LESSON 3.3: FINDING SAMES - PATTERN FOR ALL DAYS OF THE WEEK

Find the Same Picture, Letter, Syllable, or Word (15 minutes)

Aim:

To train students' eyes to find pictures, letters, syllables, or words that are the same and to tell them apart from other pictures, letters, syllables, or words that are different.

How to prepare:

1) Find the first Find the Same activity that you have not yet taught in Workbook 1.
   Weeks 2 and 3: Use Find the Same Picture activities (3 rows each);
   Weeks 4 and 5: Use Find the Same Letter activities (3 rows each);
   Weeks 6 and 7: Use Find the Same Syllable activities (3 rows each); and
   Week 8: Use Find the Same Word activities (3 rows each).
2) Get ready:
   one copy of Workbook 1 for each student and the teacher.

How to teach:

Weeks 2 and 3: exactly as in Plan 2, Lesson 2.3: Find the Same Picture;
Weeks 4 and 5: as in Plan 2, Lesson 2.3, but use letters instead of pictures in all steps (that is, use Find the Same Letter activities);
Weeks 6 and 7: as in Plan 2, Lesson 2.3, but use syllables instead of pictures in all steps (that is, use Find the Same Syllable activities); and
Week 8: as in Plan 2, Lesson 2.3, but use words instead of pictures in all steps (that is, use Find the Same Word activities).

LESSON 3.4: WRITING - PATTERN FOR ALL DAYS OF THE WEEK

Write Letters (15 minutes)

Aim:

To train students' hands to write letters correctly and quickly.

How to prepare:

1) Find the first Letter Box that you have not yet taught in the Workbook Teachers' Guide.
2) Get ready:
   a small chalkboard and chalk for each student.

How to teach:

1) Give out a small chalkboard and chalk to each student.
2) Draw a big square on the big chalkboard for all of the students to see.
3) Write the first mark or letter in the square on the chalkboard from the top row of the new Letter Box.
4) Have the students write the first mark or letter in the top row in exactly the same way on their chalkboards.
5) Quickly check to make sure that all of the students have written the mark or letter correctly. Help students who are not able to follow.
6) Now draw the second mark or letter in the square on the chalkboard from the top row of the Letter Box, have the students write it, and check their work.
7) Repeat steps 3, 4, and 5 until one half of the top row is finished.

8) Allow the students to write the rest of the marks or letters in the top row by themselves, while you complete the row on the chalkboard. Check the students' work.
9) Repeat steps 3, 4, 5, 6, 7, and 8 for the second row of the new Letter Box.
10) Repeat steps 3, 4, 5, 6, 7, and 8 for the third row of the new Letter Box. When the third row has both capital and small letters in it, explain to students that one is the big brother or sister and the other is the little brother or sister.
11) Write the first letter from the bottom row of the Letter Box on the big chalkboard.
12) Tell the students to write that letter over and over again as quickly as they can across the bottom of their chalkboards.
13) Check each student's work.
14) Collect the chalkboards and chalk from the students.

PLAN 4: WEEKLY WORKBOOK TRACK PLAN FOR TERMS 2, 3, AND 4

LESSON 4.1: KEY WORDS AND BREAKING AND MAKING - MONDAY, TUESDAY, WEDNESDAY, AND THURSDAY PATTERN

LESSON 4.1: MONDAY AND WEDNESDAY

Key Word (15 minutes)

Aims:

1) To make sure that students know the Key Word for the day and the syllables that make it up; and
2) to train students to break down and make up the Key Word.

How to prepare:

1) Find the Section for the week in Workbook 2, 3, or 4. On Monday use the first Key Word in the Section. On Wednesday use the second Key Word in the Section.
2) Get ready:
   one copy of the Workbook for the Term for each student and the teacher.

How to teach:

1) Give out one copy of the Workbook to each student.
2) Find the Section for the week, show the first page of the Section to the students, and have the students open their books to the correct page.
3) Point to the picture on the page above the Key Word for the day, then have the students point to the same picture in their Workbooks.
4) Check to make sure that all of the students are pointing to the correct picture on the correct page.
5) Tell the students what the picture is (that is, tell them the Key Word). Talk about the Key Word and the picture. Ask the students how, when, and where they usually use or see the object or person named by the Key Word.
6) Write the Key Word on the chalkboard.
7) Explain that the word you have written on the chalkboard means the same thing as the object or person in the picture.
8) Read the word on the chalkboard, pointing to it.
9) Have the class read the word with you all together, then have individual students read the word.
10) Repeat steps 8 and 9, clapping the syllables.
11) Have the students find the Key Word in their Workbooks and point to it.
12) Draw the Little Boxes underneath the Key Word with the syllables in them on the chalkboard.
13) Repeat steps 8, 9, 10, and 11, using the Little Boxes instead of the Key Word.

14) Do the Breaking Word activity on the chalkboard. (The Breaking Word activity is found on the left hand side underneath the Key Word in the Workbook.)
First, write the Key Word on the chalkboard and have the class read it together. Next, write the syllables of the Key Word separately, but linked by a line, and have the students read the syllables while clapping. Finally, write the Key Syllable of the Key Word and have the students read it.
15) Have the students point to the Breaking Word activity on the left hand side under the Key Word in their Workbooks and have individual students read it, clapping for the syllables.
16) Teach the Making Word activity on the chalkboard. (The Making Word activity is found on the right hand side underneath the Key Word in the Workbook).
First, write the Key Syllable of the Key Word on the chalkboard and have the class read it together. Next, write the syllables of the Key Word separately, but linked by a line, and have the students read the syllables while clapping. Finally, write the Key Word and have the students read it.
17) Have the students point to the Making Word activity on the right hand side under the Key Word in their Workbooks and have individual students read it, clapping for the syllables.
18) Finally, read the Key Word for the day, the Little Boxes, and the Breaking and Making Word activities from the Workbook, with the whole class reading along with you.
19) Do not collect the Workbooks.

LESSON 4.1: TUESDAY AND THURSDAY

Sentence (15 minutes)

Aims:

1) To make sure that the students know the Sentence Making Word for the week; and
2) to train students to break down and make up the sentence for the day.

How to prepare:

1) Find the Section for the week in Workbook 2, 3, or 4. On Tuesday use the first sentence under the Big Box on the second page of the Section. On Thursday use the second sentence under the Big Box for the Section.
2) Get ready:
   one copy of the Workbook for the Term for each student and the teacher.

How to teach:

1) Give out one copy of the workbook to each student.
2) Find the Section for the week, show the second page of the Section to the students, and have the students open their books to the correct page and point to the Sentence Making Word for the week.
3) Check to make sure that all of the students are ponting to the correct word on the correct page.
4) Tell the students the Sentence Making Word and have the class repeat it.
5) Write the Sentence Making Word on the chalkboard.
6) Read the word on the chalkboard, pointing to it.
7) Have the class read the word with you all together, then have individual students read the word.
8) Tell the students the sentence for the day and have the class repeat it.
9) Write the sentence for the day on the chalkboard.
10) Read the sentence on the chalkboard, pointing to each word while you read.
11) Have the students read the sentence with you all together, then have individual students read the sentence.
12) Repeat steps 10 and 11, clapping and saying each syllable of each word, then saying the word without clapping before going onto the next word.

13) Write the Breaking Sentence activity for the sentence of the day on the chalkboard one line at a time, with the students reading each line after you write it. (Breaking Sentence activities are found on the left hand side of the second page of each Section underneath the Big Box).
14) Have students point to the Breaking Sentence activity for the sentence of the day in their Workbooks and have individual students read the activity.
15) Write the Making Sentence activity for the sentence of the day on the big chalkboard and teach it in the same way as the Sentence Breaking activity, first from the chalkboard and then from the Workbook. (Making Sentence activities are found on the right hand side of the second page of each Section underneath the Big Box).
16) Do not collect the Workbooks.

LESSON 4.2: BIG BOX - MONDAY, TUESDAY, WEDNESDAY, AND THURSDAY PATTERN

Big Box (15 minutes)

Aim:

To make sure that students know all of the syllables that they have learned and how to use them to make up words.

How to prepare:

1) Find the Big Box on the second page of the Section for the week and write it on the big chalkboard if there is time.
2) Make sure that each student still has a copy of the Workbook.

How to teach:

1) Copy the Big Box on the second page of the Section for the week onto the big chalkboard, unless it is already on the chalkboard.
2) Point to the Big Box for the Section in your Workbook and have the students point to it in their Workbooks. Check to make sure that all of the students are pointing to the Big Box on the correct page.
3) Do a Find the Same Syllable activity, using the Big Box:
First, write the Key Syllable from the last Key Word that you taught on the chalkboard and draw a long upright line on the right hand side of it. Next, find a syllable in the Big Box that has all of the same letters in it, except one letter. You can call this syllable the Different Syllable. Next, write three syllables in a row after the upright line to the right of the Key Syllable. Two of these three syllables should be copies of the Different Syllable and one of these three syllables should be a copy of the Key Syllable. Next, ask an individual student to come to the chalkboard and show which of the three syllables to the right of the line is the same as the syllable to the left of the line. As soon as a student gives the correct answer, have the whole class read the whole row of syllables from left to right. Finally, have the students point first to the Key Syllable and then to the Different Syllable in the Big Box in their Workbooks. Repeat this activity using other syllables.
Note: Do this activity from right to left instead of left to right if the language of your community is written from right to left.
4) Read the Big Box together with all the students from left to right, starting with the top row and going down. Students should point to each syllable in the Big Box in their Workbooks as they read it.
5) Have individual students read individual rows from the Big Box in their Workbooks. Make sure that the rest of the students follow with their fingers in their own Workbooks.

6) Point to different syllables in the Big Box on the chalkboard in any order and have individual students read them.
7) Ask the students to think of words that can be made up from the syllables in the Big Box. Students should raise their hands when they have thought of a word.
8) Ask a student who has raised his or her hand to come to the chalkboard and say the word slowly, pointing to the syllables in the Big Box as he or she says them in the word.
9) Have the student repeat the word quickly and then go back to his or her place.
10) Repeat steps 8 and 9 with other students who have raised their hands.
11) Collect the Workbooks from the students and do not erase the Big Box from the chalkboard.

LESSON 4.3: SYLLABLE AND WORD GAMES - MONDAY, TUESDAY, WEDNESDAY, AND THURSDAY PATTERN

Syllable and Word Games (15 minutes)

Aims:

1) To make sure that students have learned all of the syllables and words that they have been taught; and
2) to make sure that students know how to break words down into syllables and to use syllables to make words up.

How to prepare:

1) Leave the Big Box from the Big Box Lesson on the chalkboard.

How to teach:

Note: Play **two** of the following games with the students. Do not play the same two games every day:

1) **Guess a Word Game:** Have students think of words made up of syllables in the Big Box. When students have thought of a word, they should raise their hands. Call on a student who has raised his or her hand to come to the chalkboard and whisper the word to you. If the word has only syllables from the Big Box in it, the student can ask the other students to guess which of the syllables in the Big Box is the first syllable of the word that he or she is thinking of. The other students try to guess the first syllable of the word and then they try to guess the other syllables, until a student finally guesses the word.
2) **Find a Word Game:** Point to a syllable in the Big Box and ask a student to try to make up a word with that syllable in it.
3) **Breaking Game:** Write a word that the students have learned on the chalkboard and have a student try to read it and then break it down in the same way as in the Breaking Word activities.
4) **Making Games:** Write a syllable that the students have learned on the chalkboard and have a student try to read it and then make up a word from it in the same way as in the Making Word activities.
5) **Read a Syllable Game:** Point to a Syllable in the Big Box and have a student try to read it.
6) **Teams:** All of the games in this Lesson can be played by teams. The teacher can divide the class into two teams with the same number of members in each team. The two teams should sit or stand in different parts of the classroom. The teacher or the students choose a game they would like to play and the first member of the first team tries to play. If he or she does the activity correctly, the teacher marks a point on the chalkboard for the first team. If he or she does not do the activity correctly, the team does not get a point and the first member of the second team tries. If he or she does the activity correctly, the teacher marks a point on the chalkboard for the second team. If he or she does not do the activity correctly, the team does not get a point and the second member of the first team may try. The team with the most points at the end of the game wins the game.

LESSON 4.4: WRITING - MONDAY, TUESDAY, WEDNESDAY, AND THURSDAY PATTERN

Dictation - Syllables and Words (15 minutes)

Aim:

To make sure that students can write and spell syllables and words.

How to prepare:

1) Find the Key Word that you last taught in the Workbook Section for the week.
2) Get ready:
   a small chalkboard and chalk for each student.

How to teach:

1) Give out a small chalkboard and chalk to each student.
2) Tell the students to listen and then call out one of the syllables from the latest Key Word.
3) Call out the syllable again and tell the students to write it on their chalkboards.
4) Check to make sure that all of the students are writing and not copying each others' work.
5) Once the students have finished writing, write the syllable on the chalkboard that you called out.
6) Have students try to correct their writing by writing the syllable again, copying it from the chalkboard.
7) Check to make sure that all of the students have written the syllable correctly.
8) Repeat steps 2, 3, 4, 5, and 6 for each of the rest of the syllables in the Key Word, one by one.
9) Repeat steps 2, 3, 4, 5, and 6, using the whole Key Word.
10) If there is time, repeat steps 2, 3, 4, 5, and 6 for other words that are made up from syllables that the students have learned.
11) Collect the chalkboards and chalk from the students.

LESSON 4.1: KEY WORDS AND BREAKING AND MAKING - FRIDAY PATTERN

Revision of Key Words and Sentences (15 minutes)

Aims:

1) To make sure that the students know the Key Words, Key Syllables, and the Sentence Making Word for the week; and
2) to make sure that students know how to break down the sentences for the week into words, and to break down the Key Words for the week into syllables, and to use the syllables to make up the Key Words, and to use words to make up the sentences for the week.

How to prepare:

1) Find the Section for the week in Workbook 2, 3, or 4.
2) Get ready:
   one copy of the Workbook for the Term for each student and the teacher.

How to teach:

1) Give out one copy of the Workbook to each student.
2) Find the Section for the week, show the first page of the Section to the students, and have them open their books to the correct page.
3) Read the first Key Word and the Little Boxes and the Breaking and Making activities that go with it together with the whole class, then have individual students do the same.

4) Read the second Key Word and all of the activities that go with it together with the whole class, then have individual students do the same.
5) Turn to the second page of the Section and ask the students to turn to that page in their Workbooks as well.
6) Read the Sentence Making Word and the first sentence of the week along with the Breaking and Making activities that go with it together with the whole class, then have individual students do the same.
7) Read the Sentence Making Word and the second sentence of the week along with all of the activities that go with it together with the whole class, then have individual students do the same.
8) Ask the students to try to read the New Sentences at the bottom of the second page of the section.
9) Write the first word of the first New Sentence on the chalkboard and have the students try to read it. If they cannot read the word, ask them to use Sames and Differences and Breaking and Making to read the word.
10) Write the second word in the first New Sentence next to the first word on the chalkboard, and get the students to read it in the same way.
11) Repeat step 9 for all of the other words in the first New Sentence.
12) When the whole sentence has been written on the chalkboard, read it together with the students and then have individual students read it.
13) Repeat steps 9, 10, 11, and 12 for the other New Sentences on the page.
14) Do not collect the Workbooks.

4.2: BIG BOX - FRIDAY PATTERN

Revision of Big Box (15 minutes)

Aim:

SEE LESSON 4.2 FOR MONDAY, TUESDAY, WEDNESDAY, AND THURSDAY.

How to prepare:

SEE LESSON 4.2 FOR MONDAY, TUESDAY, WEDNESDAY, AND THURSDAY.

How to teach:

SEE LESSON 4.2 FOR MONDAY, TUESDAY, WEDNESDAY, AND THURSDAY BUT DO NOT COLLECT THE WORKBOOKS AT THE END OF THE LESSON.

LESSON 4.3: SYLLABLE AND WORD GAMES - FRIDAY PATTERN

Read Workbooks and Workbook Testing (15 minutes)

Aim:

To find out if students can read the Workbook Section for the week.

How to prepare:

1) Make sure that each student still has a copy of the Workbook.
2) Get ready:
    the Roll Book or Roll Books where all of the names of the students in the class are listed.

How to teach:

1) Ask the students to open their Workbooks to the Section for the week. Do not tell the students that they are being tested.
2) Ask the students to sit in places by themselves and read quietly.
3) Call students one by one to come and read one of the two sentences of the week from the Section for the week. Do not give students any help with your finger or your voice unless they need it. Where students need help, do not tell them the word, but get them to use Sames and Differences and Breaking and Making to work it out. Do not use the same sentence with two students in a row.
4) Give each student a mark from 1 to 5 in the Roll Book on the page for the Week in the Workbook Testing column. The best readers will have a mark of 5. The poorest readers will have a mark of 1.
5) If the whole class cannot be tested in 15 minutes, test one half of the students each week.
6) Collect the Workbooks from the students.

LESSON 4.4: WRITING - FRIDAY PATTERN

Revision: Dictation - Sentences (15 minutes)

Aim:

To make sure that the students can write and spell syllables, words, and sentences.

How to prepare:

1) Find the sentences for the week that were taught on Tuesday and Thursday.
2) Get ready:
    a small chalkboard and chalk for each student.

How to teach:

1) Give out a small chalkboard and chalk to each student.
2) Read out one of the sentences of the week.
3) Tell the students to listen and then read out the first word in the sentence.
4) Read the word again and tell the students to write it on their chalkboards.
5) Check to make sure that all of the students are writing and not copying each others' work.
6) Read the word again, asking the students to check their writing.
7) Repeat steps 3, 4, 5, and 6 for each word in the sentence, one by one.
8) Read the whole sentence again and ask students to check their writing.
9) Once the students have finished writing, write the whole sentence on the chalkboard.
10) Have students try to correct their work by writing the words again that they were not able to write correctly, copying them from the chalkboard.
11) If there is time, repeat steps 2, 3, 4, 5, 6, 7, 8, 9, and 10 for the other sentence of the week.
12) Collect the chalkboards and chalk from the students.

MODEL WTI: FRONT COVER PAGE MODEL, FOR ALL BOOKS

Write the name of the book in the local language here.

Write the name of the book in the official language here.

Draw the picture here.

Write the name of the language in the local language here.

Write the name of the language in the official language here.

Write the place of printing here.

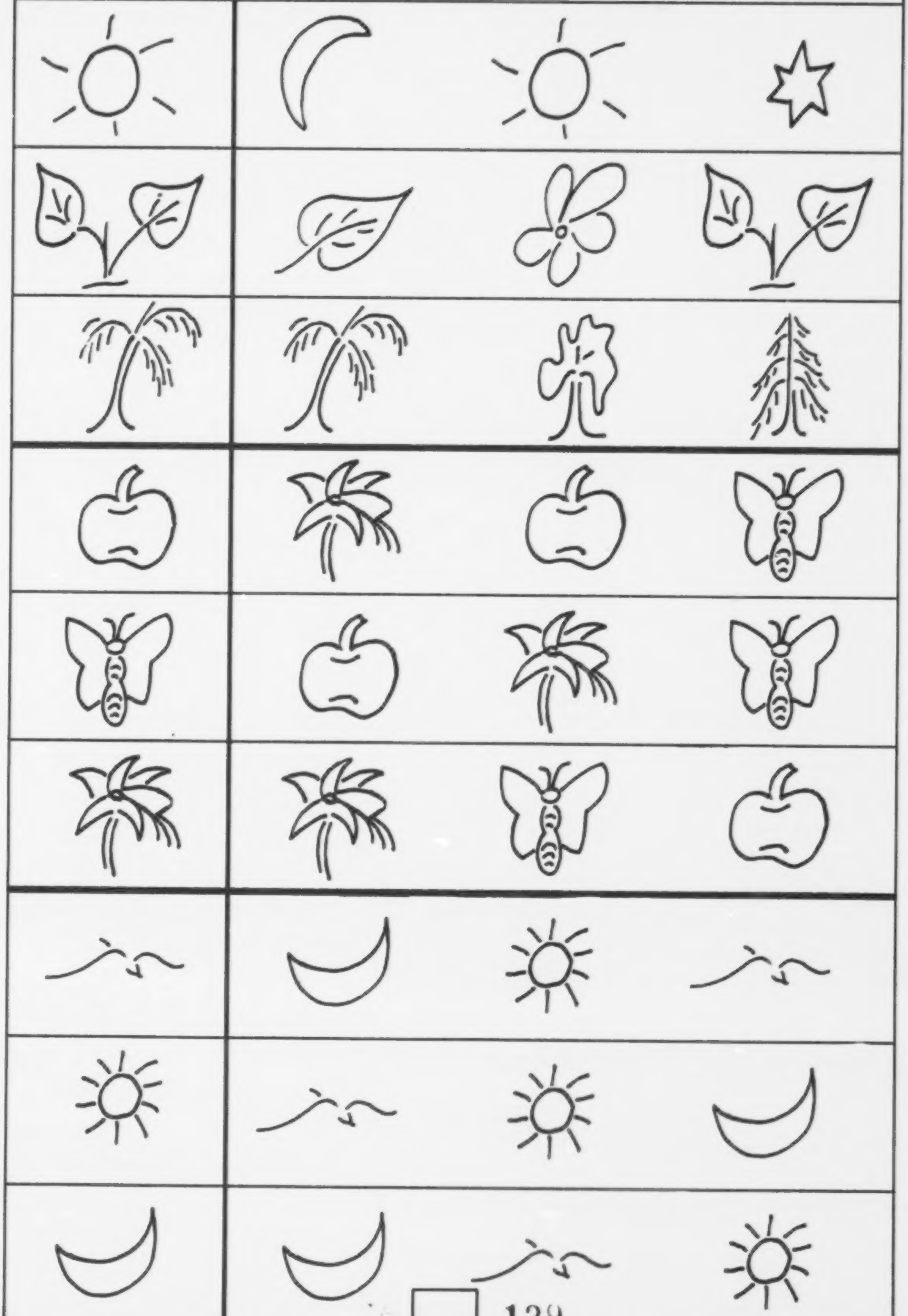
Write the kind of book in the official language here.

Write the Term number here.

Write the date here.

Write the number of copies here.

MODEL WT2: WORKBOOK 1. FIND THE SAME PICTURE MODEL - PAGE 1 - EXAMPLE



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MODEL WT2: WORKBOOK 1. FIND THE SAME PICTURE MODEL-PAGE 1

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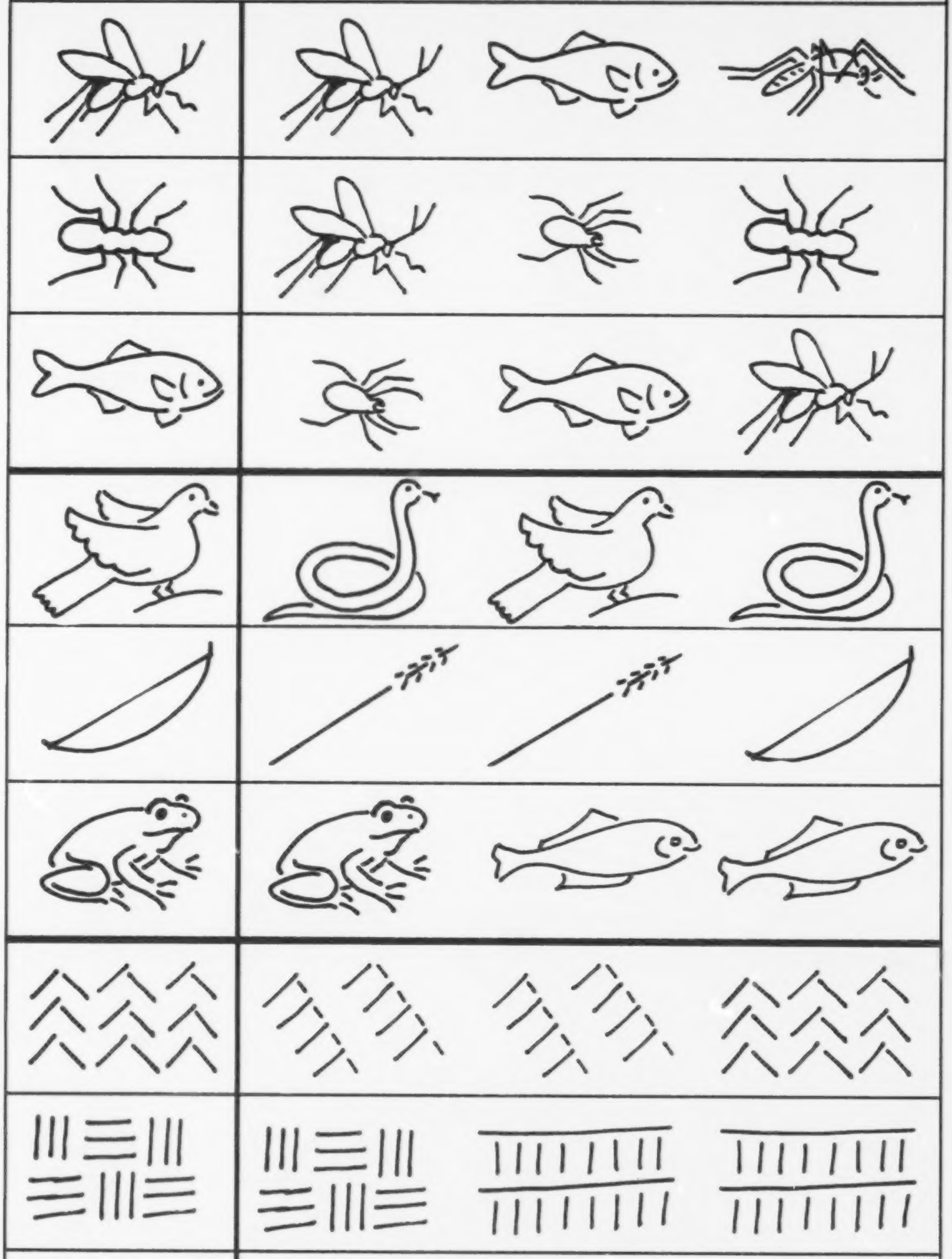
MODEL WT3: WORKBOOK 1. FIND THE SAME PICTURE MODEL - PAGE 2 - EXAMPLE



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MODEL WT3: WORKBOOK 1. FIND THE SAME PICTURE MODEL-PAGE 2

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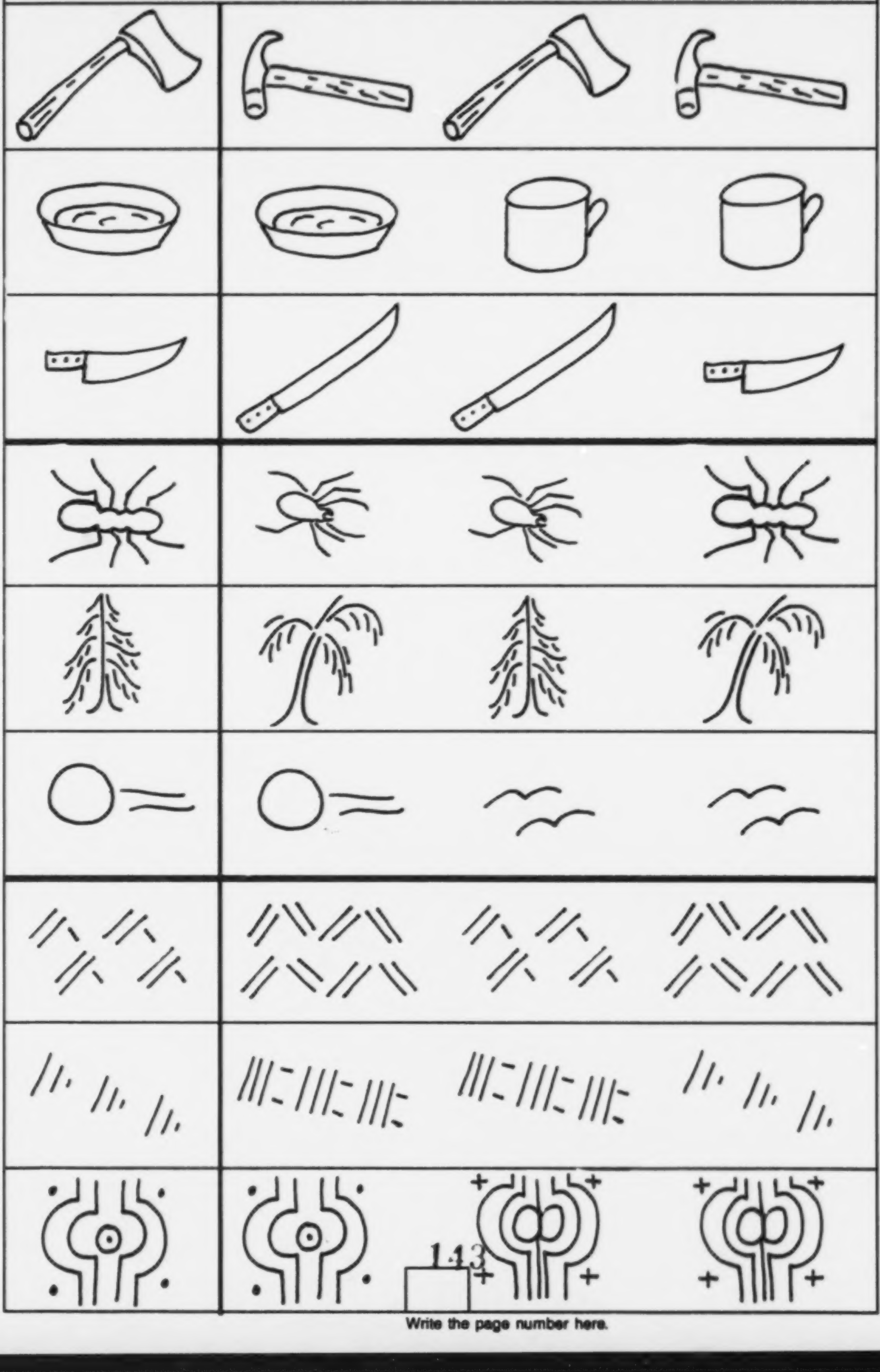
MODEL WT4: WORKBOOK 1. FIND THE SAME PICTURE MODEL - PAGE 3 - EXAMPLE



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MODEL WT4: WORKBOOK 1. FIND THE SAME PICTURE MODEL-PAGE 3

☐

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MODEL WTS: WORKBOOK 1. FIND THE SAME PICTURE MODEL - PAGE 4 - EXAMPLE

△	○	△	○
○	△	△	○
○	△	○	△
○	□	○	□
□	○	○	□
○	□	□	○
△	□	□	△
△	△	□	□
□	△	□	△

145

Write the page number here.

MODEL WTS: WORKBOOK 1. FIND THE SAME PICTURE MODEL-PAGE 4

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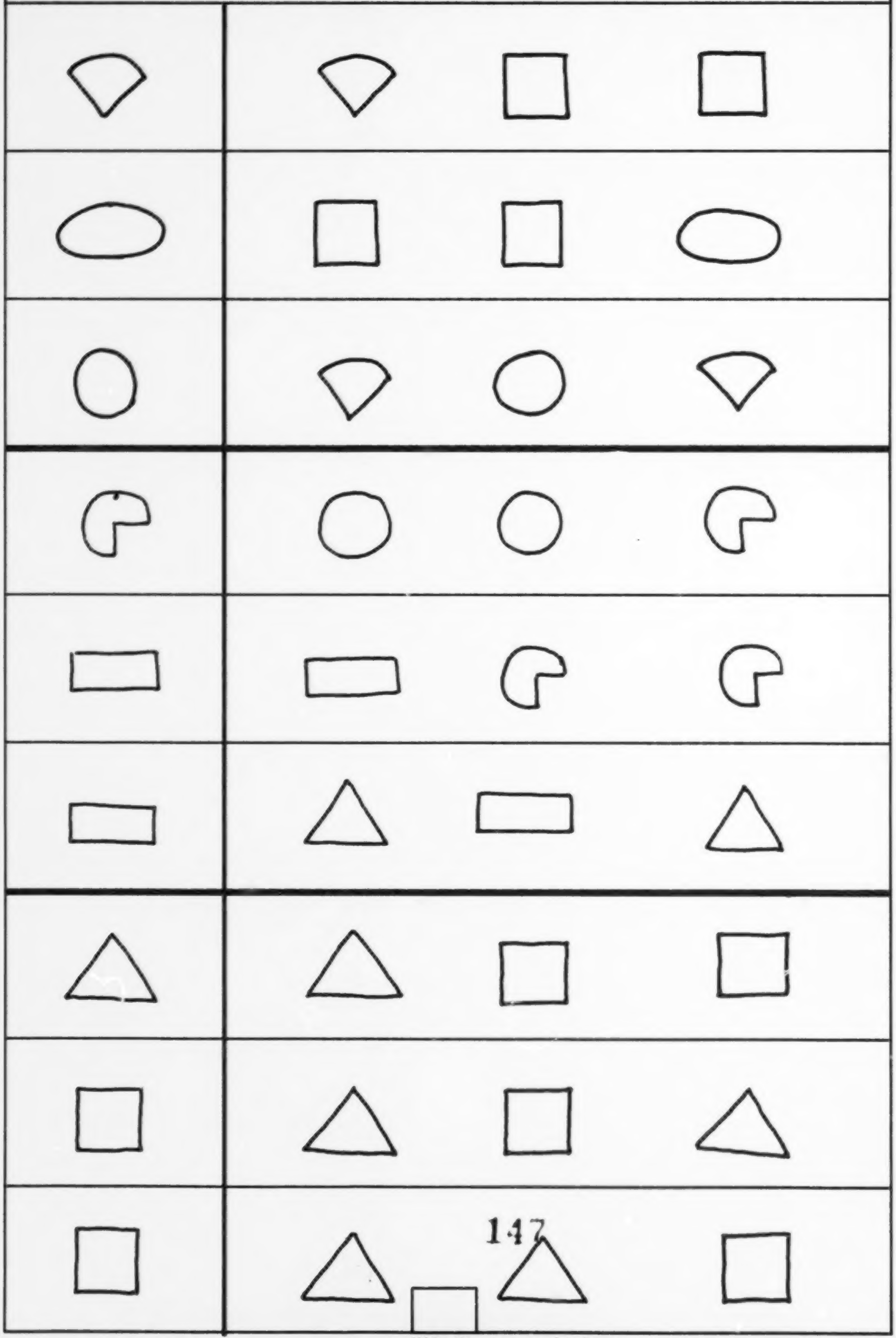
MODEL WT6: WORKBOOK 1. FIND THE SAME PICTURE MODEL - PAGE 5 - EXAMPLE



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MODEL WT6: WORKBOOK 1. FIND THE SAME PICTURE MODEL-PAGE 5

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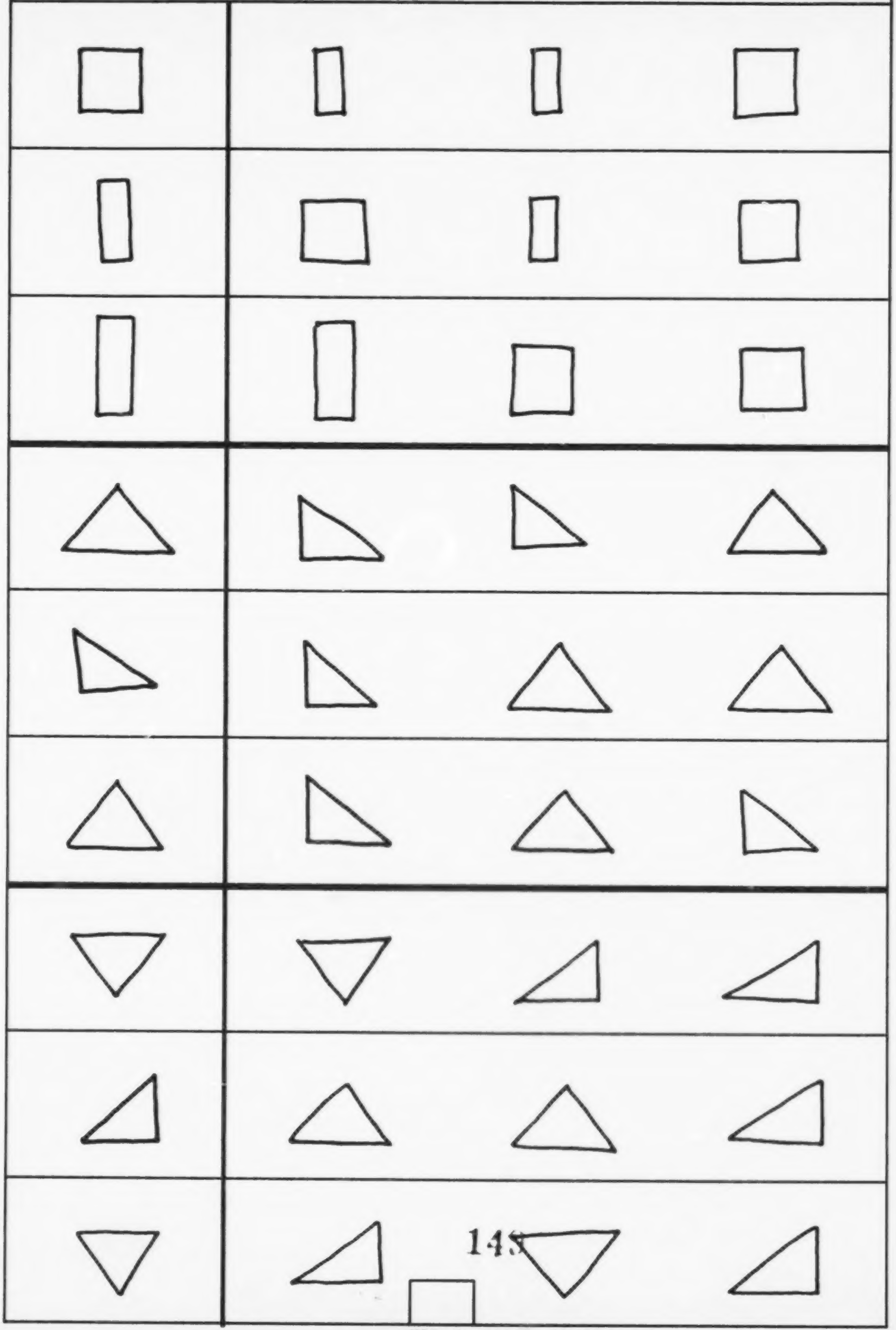
MODEL WT7: WORKBOOK 1. FIND THE SAME PICTURE MODEL - PAGE 6 - EXAMPLE



Write the page number here.

MODEL WT7: WORKBOOK 1. FIND THE SAME PICTURE MODEL-PAGE 6

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Write the page number here.

MODEL WT8: WORKBOOK 1. FIND THE SAME ACTIVITIES MODEL-EXAMPLE-LETTERS

Activity A

t	s	m	t
p	l	p	m
b	b	k	n

Acitivity B

a	d	a	p
u	a	n	u
e	e	o	a

Activity C

g	d	d	g
p	b	p	b
m	m	n	n

MODEL WT8: WORKBOOK 1. FIND THE SAME ACTIVITIES MODEL

Activity A ____________ ____________	____________ ____________	____________ ____________	____________ ____________
____________ ____________	____________ ____________	____________ ____________	____________ ____________
____________ ____________	____________ ____________	____________ ____________	____________ ____________
Acitivity B ____________ ____________	____________ ____________	____________ ____________	____________ ____________
____________ ____________	____________ ____________	____________ ____________	____________ ____________
____________ ____________	____________ ____________	____________ ____________	____________ ____________
Activity C ____________ ____________	____________ ____________	____________ ____________	____________ ____________
____________ ____________	____________ ____________	____________ ____________	____________ ____________
____________ ____________	____________ ____________	____________ ____________	____________ ____________

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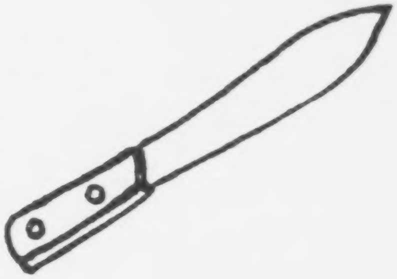
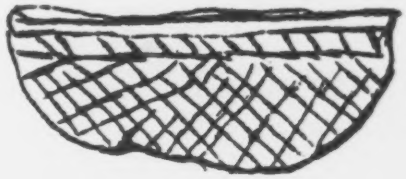
MODEL WT9: WORKBOOK 1. MAKE A PICTURE STORY ACTIVITIES MODEL-EXAMPLE

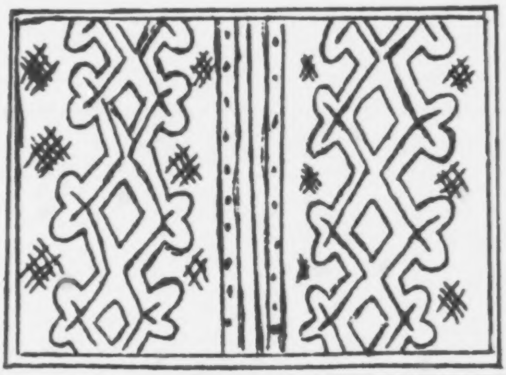
Picture A



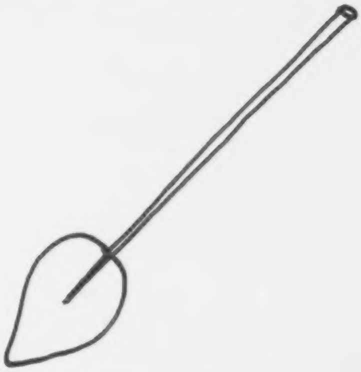
Picture B



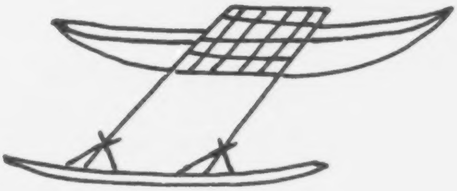
Picture C



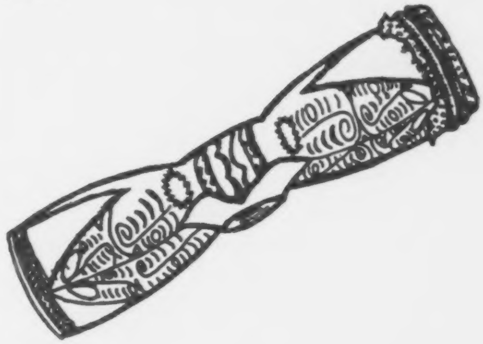
Picture D



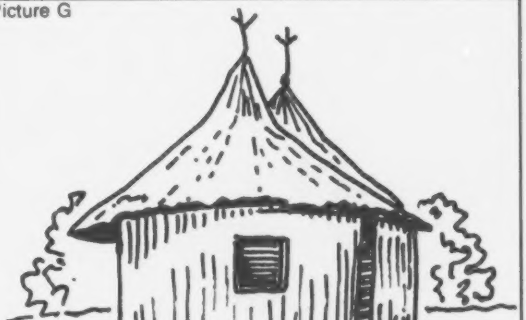
Picture E



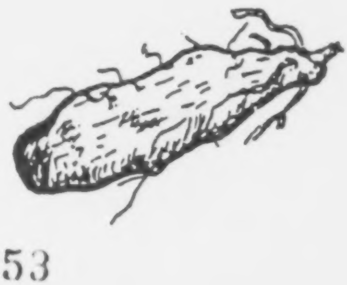
Picture F



Picture G



Picture H



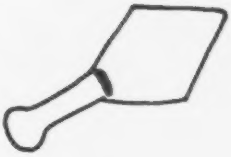
MODEL WT9: WORKBOOK I. MAKE A PICTURE STORY ACTIVITIES MODEL

Picture A	Picture B
Picture C	Picture D
Picture E	Picture F
Picture G	Picture H

Write the page number here.

MODEL WT10: WORKBOOKS 2, 3, AND 4 FRONT SIDE MODEL - EXAMPLE

Section 1



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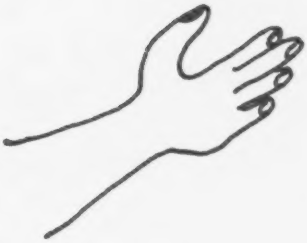

ipa

i pa

i pa
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i

i
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i pa

MODEL WT10: WORKBOOKS 2, 3, AND 4 FRONT SIDE MODEL

Section (a) Write the Section number here.

(b) Draw the picture for the First Key Word here.

(c) Write the First Key Word here.

(d) Write the syllables of the First Key Word in these Little Boxes.

(or)

(e) Write the Breaking acitivity for the First Kev Word here.

(or)

(f) Write the Making activity for the First Key Word here.

(g) Draw the picture for the Second Key Word here.

(h) Write the Second Key Word here.

(i) Write the syllables of the Second Key Word in these Little Boxes.

(or)

(j) Write the Breaking acitivity for the Second Key Word Here.

(or)

(k) Write the Making activity for the Second Key Word here.

Write the page number here.

MODEL WTII: WORKBOOKS 2, 3, AND 4 BACK SIDE MODEL - EXAMPLE

Section 5

na	nga	ba	ni
pi	ga	ngi	pa
gi	ji	da	a

bajina

Ana bajina gi.	ana
ana bajina	ana bajina
ana	Ana bajina gi.

Aga bajina da ji.	aga
aga bajina da	aga bajina
aga bajina	aga bajina da
aga	Aga bajina da ji.

Banga bajina da gi.

Pingi bajina da ji.

MODEL WT11: WORKBOOKS 2, 3, AND 4 BACK SIDE MODEL

Section ☐ (a) Write section number here.

(b) Write the syllables in the Big Box here.

(c) Write the Sentence Making Word here.

(d) Write the First Breaking Sentence activity here.

(e) Write the First Making Sentence activity here.

(f) Write the Second Breaking Sentence activity here.

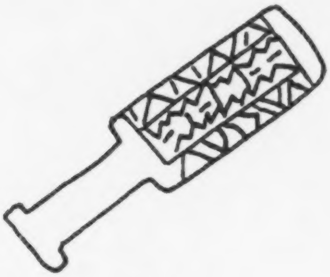
(g) Write the Second Making Sentence activity here.

(h) Write two New Sentences here.

☐ Write the page number here.

MODEL WT12: WORKBOOKS 2, SECTION 1 BACK SIDE MODEL - EXAMPLE

Section 1



gini

gi ni

gini
gi‿ni
gi

gi
gi‿ni
gini

a	i	pa	gi
ni	gi	a	pa

gi

Apa gi.
Ipa gi.
Gini gi.

MODEL WT12: WORKBOOK 2, SECTION 1 BACK SIDE MODEL

Section 1 (a)

(b) Draw the picture for the Third Key Word here.

(c) Write the Third Key Word here.

(d) Write the syllables of the Third Key Word in these Little Boxes.

(or)

(or)

(e) Write the Breaking acitivity for the Third Key Word here.

(f) Write the Making activity for the Third Key Word here.

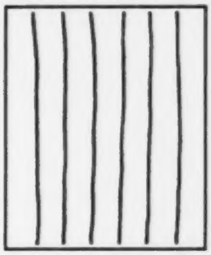
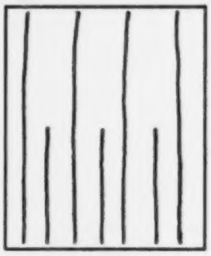
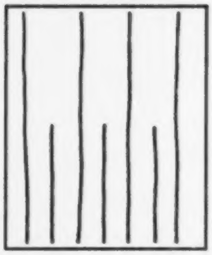
(g) Write the syllables in the Big Box here.

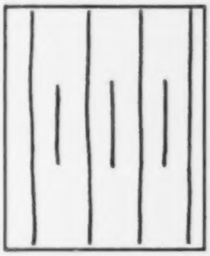
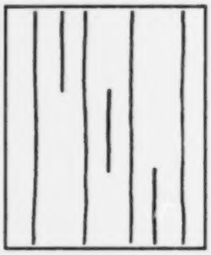
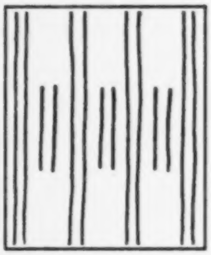
(h) Write the Sentence Making Word here.

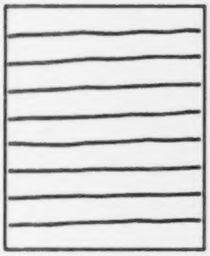
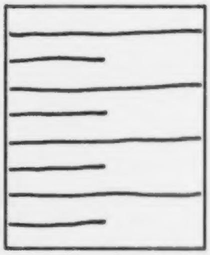
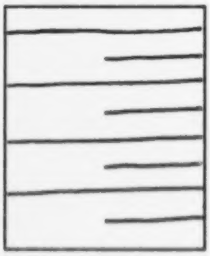
(i) Write three sentences with three Key Words and the Sentence Making Word here.

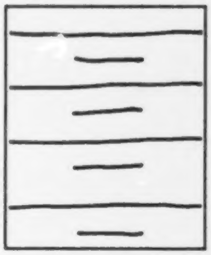
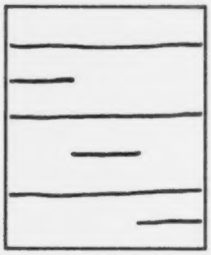
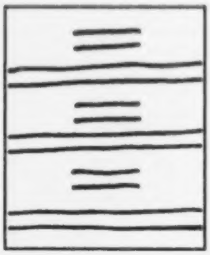
Write the page number here.

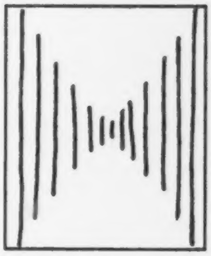
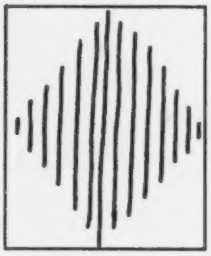
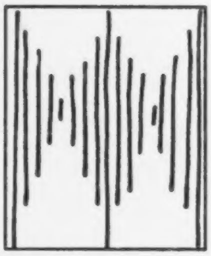
MODEL WT13. LINE BOX SETS - EXAMPLE 1

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MODEL WT13. LINE BOX SETS

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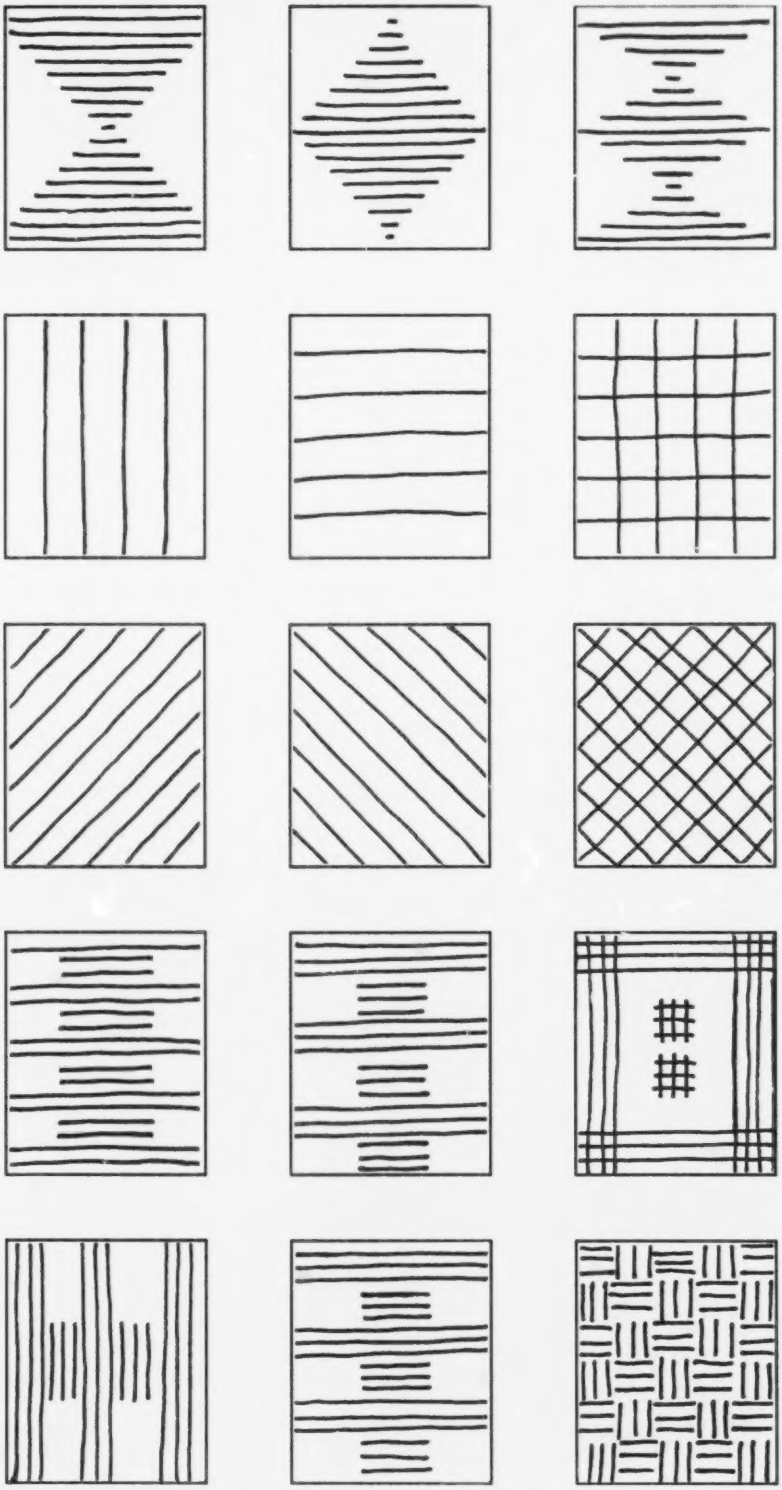
MODEL WT13. LINE BOX SETS - EXAMPLE 2



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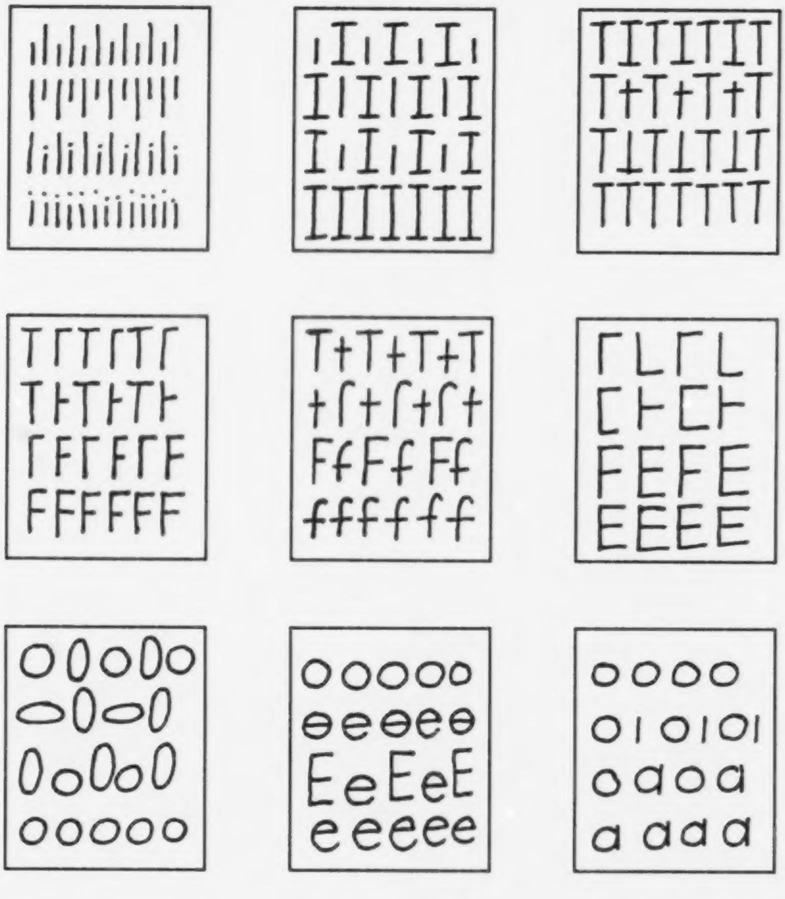
MODEL WT14. LETTER BOXES - EXAMPLE 1



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MODEL WT14. LETTER BOXES

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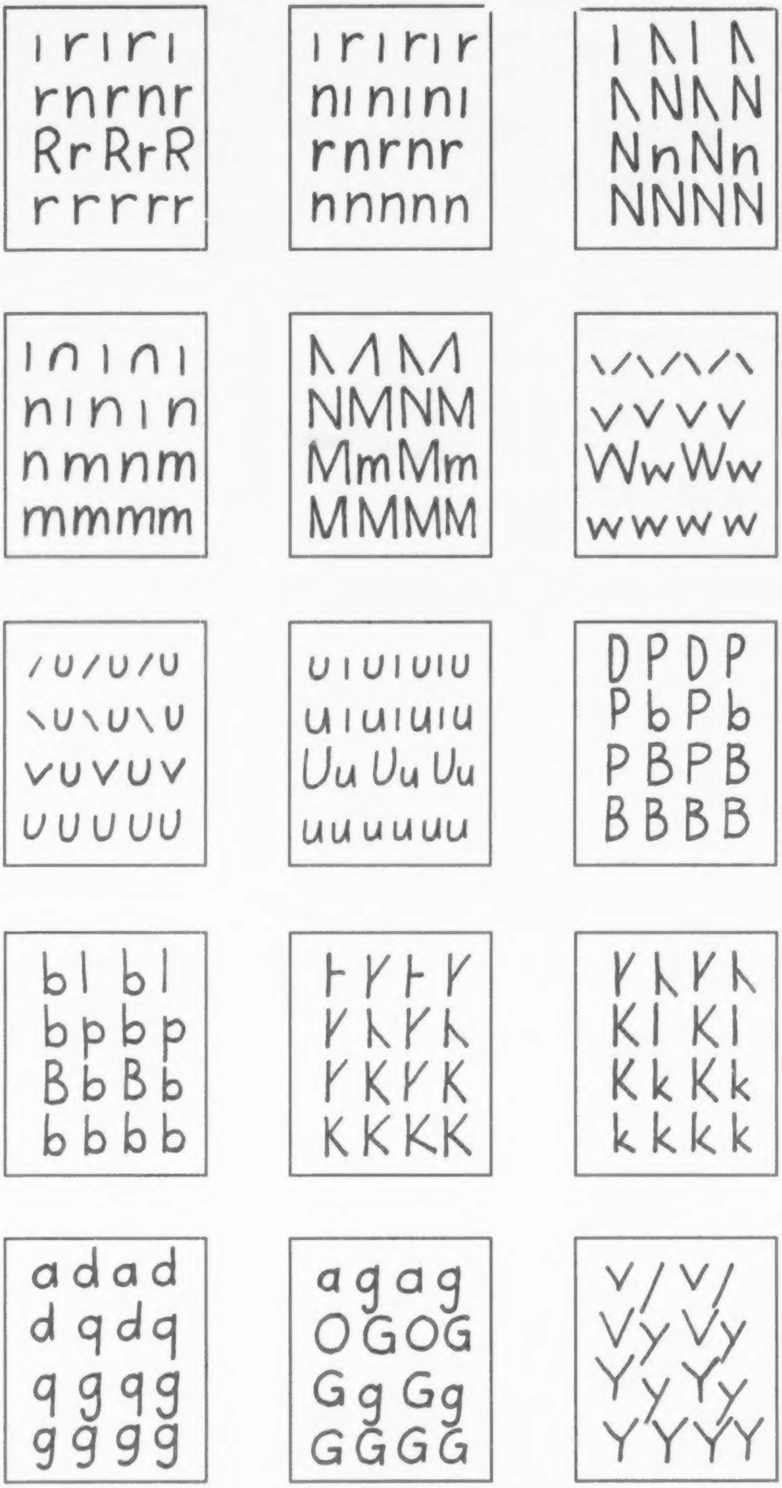
MODEL WT14. LETTER BOXES - EXAMPLE 2



iririri
rnrnr
RrRrR
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BBBB
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BbBb
bbbb
KKKK
Kl Kl
KkKk
kkkk
adad
dqdq
qgqg
gggg
agag
OGOG
GgGg
GGGG
Vy Vy
Yy Yy
YYYY

GUIDE C: WRITING STORIES GUIDE

Note:

This guide should be used to teach the Writing Stories Lecture and Practice Session 1.2 at the Training Course. The stories that the Possible Teachers write in this Session are the Listening Stories that they will use for cutting stencils in the Cutting Stencils Lecture and Practice Session 1.3 and for printing in the Silkscreen Printing Lecture and Practice Session 2.2.

Aim:

To show the Possible Teachers how to write short interesting stories on Cultural Themes.

How to carry out:

1) Give the Possible Teachers an Experience on the Cultural Theme: "HOUSE". Quickly gather all of the Possible Teachers and take them outside of the classroom to see a house near the classroom that is built in the way that people normally or traditionally build houses in the area. If possible, find a house that people are doing something interesting with, such as building or roofing. Ask the Possible Teachers questions about the house and what is happening around it. Do not spend too much time outside and return to the classroom with the Possible Teachers as soon as you can.

2) Tell the Possible Teachers that they will be writing a story about a house. Tell them that a story should have something in it that makes people want to read it. Explain that:
   a) a story should be interesting;
   b) a story should be exciting;
   c) a story should have plenty of action in it;
   d) a story should have plenty of feeling in it;
   e) a story should have something surprising in it; and
   f) a story should not be just a list of facts.

3) Tell the Possible Teachers that stories for literacy students should be short and should be written very clearly. Explain that:
   a) stories for literacy students should not have too many sentences in them;
   b) stories for literacy students should not have many long sentences in them;
   c) stories for literacy students should be written with big letters or characters (at least one-half centimetre high);
   d) stories for literacy students should have big spaces between words and lines; and
   e) stories for literacy students should not have any words broken at the end of any line.

4) Write a short, interesting story on the chalkboard about a house as an example of how to write a story for literacy students. The story should have action, feeling, and something surprising in it. Make sure that the story has no more than five short sentences in it. Write the story with big clear letters or characters and leave plenty of space between each word and each line. Do not break words at the end of any lines. You may use this example of a short, interesting story about a house:

   A Wicked Man Built a House
   A wicked man wanted to build a house but nobody would help him. He decided to build the house by himself. One day he went away to work. When he came back the house had fallen down. The man was very angry, but everybody else just laughed.

If you use this example, make sure to write it in a language that all of the Possible Teachers understand. Change the story if it does not fit the usual way that people tell stories or build houses in the Possible Teachers' culture.

5) Show the teachers how the story on the chalkboard:
   a) has action (building a house, going to work, coming back, and the house falling down);
   b) has feeling (anger and laughter); and
   c) has something surprising in it (the house falls down). Ask the Possible Teachers if the story is something that people would like to read and why.

6) Show the Possible Teachers how the story on the chalkboard:
   a) does not have too many sentences in it;
   b) does not have too many long sentences in it;
   c) is written with big clear letters or characters;
   d) has plenty of space between words and lines; and
   e) does not have any broken words at the end of any lines.

7) Now have the Possible Teachers at each work table write a short, interesting story together in their own language about a house. When the Possible Teachers at each work table have decided what to write, one of the Possible Teachers at the work table should write the story on small chalkboards or a piece of paper.

8) Ask one of the Possible Teachers from one of the work tables to come up to the front of the classroom and read the story that the Possible Teachers at his or her table wrote, pointing to each word for all to see as he or she reads the story.

   When the Possible Teacher has finished reading, ask the other Possible Teachers these questions about the story:
   a) Is the story something that people would like to read? Why? Why not?
   b) Does the story have action in it?
   c) Does the story have feeling in it?
   d) Does the story have something surprising in it?
   e) Does the story have too many sentences in it?
   f) Does the story have too many long sentences in it?
   g) Is the story written with big clear letters or characters?
   h) Is there enough space between the words and the lines in the story?
   i) Are there any broken words at the ends of any lines?

9) Repeat step 8 for each story written by each group at each work table.

10) Now ask all of the Possible Teachers which story they liked the best.

11) Show the Possible Teachers how to edit their stories. To edit a story:
   a) The Possible Teacher should read the story to another person or to some people and ask them if they like the story or if they think that it should be changed in some way.
   b) The Possible Teacher should check all of the words in the story to make sure that they are spelled correctly. He or she may use the Alphabet Book for his or her language to do this.

c) The Possible Teacher should check all of the sentences in the story to make sure that they have all of the special marks, letters, or characters used for punctuation in the language. If no punctuation rules have been made for the language, use any rules needed from the offical language or another language spoken in the area.

d) The Possible Teacher should always spell words and use special marks, letters, or characters in the same way each time that he or she writes them.

12) Now use the story that the Possible Teachers chose as the best story in step 10 to show the Possible Teachers how to edit a story step by step:

a) Have one of the Possible Teachers read the story to the others and ask them if they think that it should be changed in any way. Make any changes that are needed.
b) Ask the Possible Teachers to check to make sure that all of the words in the story are spelled correctly.
c) Ask the Possible Teachers to check that all special marks, letters, or characters are used correctly.
d) Ask the Possible Teachers to check to make sure that all of the words in the story are spelled in the same way each time that they are written and that special marks, letters, or characters are used in the same way every time.

13) Now ask the Possible Teachers to each write his or her own short, interesting story in his or her own language about a house. Tell the Possible Teachers that their stories must be no more than six or seven sentences long.

14) As soon as each Possible Teacher has finished writing his or her story, he or she should read the story to another Possible Teacher at the same work table and edit the story as in step 11.

15) As soon as each Possible Teacher has finished editing his or her story, the Trainer who is in charge of the work table where that Possible Teacher is sitting should check the story to make sure that:

a) it is short with less than six or seven sentences;
b) spelling and puctuation are correct and consistent;
c) letters or characters are big and clearly written;
d) there is plenty of space between words and lines; and
e) no words are broken at the ends of lines.

16) Tell the Possible Teachers to keep their stories with them to use in the next Session.

GUIDE D: CUTTING STENCILS GUIDE

Note:

This guide should be used to teach the Cutting Stencils Lecture and Practice Session 1.3 at the Training Course. The Possible Teachers should use the Listening Stories that they wrote in the Writing Stories Lecture and Practice Session 1.2 earlier in the day to make Models in this Session. The stencils that the Possible Teachers trace and cut from these Models in this Session should be used in the Silkscreen Printing Lecture and Practice Session 2.2. Always save any Models made by the Possible Teachers and put them in a file.

Aim:

To show Possible Teachers how to write Models from the Models at the end of the Teachers' Guides and to trace and cut stencils from the Models:

How to carry out:

1) Have ready:
   a) For writing Models:
      - two copies of the Story Track Teachers' Guide for each work table to write **Listening Story Models** from; and
      - one sheet of mimeograph paper for each Possible Teacher to write his or her Model on, using a pencil instead of a pen (biro) if possible, so that mistakes can be erased.

   b) For cutting stencils:
      - one mimeograph stencil for every two Listening Stories that the Possible Teachers have written;
      - one pen (biro) with no ink left in it for each Possible Teacher;
      - one piece of smooth glass or mirror about the size of this page for each Possible Teacher (or a piece of very hard smooth wood);
      - one roll of masking tape for you or the Experienced Worker to make corrections with; and
      - one bottle of stencil correction fluid for you or the Experienced Worker to make corrections with.

Writing Models

2) Have each Possible Teacher read his or her story out to you so that you can check the spelling of all the words. If you need to, you should look at the Alphabet Book for the language or ask the Experienced Worker or a speaker of the language who can spell well to help you. It is very important to correct all spelling mistakes, since the program books will be used by the students to learn to spell correctly.

3) As soon as you have checked a Possible Teacher's story, give the Possible Teacher a piece of mimeograph paper to be used to write the Model for his or her story. If possible, the Possible Teacher should use a pencil to write the Model instead of a pen (biro) so that mistakes can be erased.

4) All stencils must be traced and cut from Models. For this reason, each Possible Teacher's Model must be written in exactly the same way as you want the page to look when it is printed. All Models should be written from the Model pages at the end of the Teachers' Guides. The Model pages show the exact size of each page and of the letters on each page. To write a Model, the Possible

Teacher should put the sheet of mimeograph paper that he or she will write the Model on over the Model page so that the Model page is in the middle of the mimeograph sheet and all of the lines on the Model page show through the paper. If necessary, the Possible Teacher should use some small pieces of masking tape to fasten the Model page and the mimeograph paper to the table so that the pages cannot move. The Possible Teacher should then write his or her Model, using the lines as a guide for how high to write the letters and how long and wide the page should be. There should be one line space between each written line. The Possible Teacher should leave a space about as wide as a pencil between each word. No word should be broken at the end of any line. If a word cannot fit at the end of a line, the Possible Teacher should write the word at the beginning of the next line.

5) If there are not enough copies of the Teachers' Guides for all of the Possible Teachers to use for writing Models, use the Model pages in the copies of this book that each Trainer should have or make copies of the Model pages. No Possible Teacher should be waiting for another Possible Teacher to finish writing. All should be writing Models as soon as their stories are ready. Tell the Possible Teachers that they should never tear the Model pages out of the books or the Teachers' Guides and that they should never write on the Model pages.

6) In this Session, the Possible Teachers will be cutting stencils for Listening Stories and they should use the Listening Story Model (Model ST2) at the end of the Story Track Teachers' Guide. There should be two Listening Stories on each stencil. One Possible Teacher should write his or her story using the top half of the Listening Story Model as a guide and the other Possible Teacher should write his or her story using the bottom half of the Listening Story Model as a guide. Make sure that the two stories on each page are in the same language.

Tracing and Cutting Stencils

7) Before any Model is traced and cut onto a stencil, you or the Experienced Worker must check the Model to make sure that the Possible Teacher has written it in the way shown on the Model page in the Teachers' Guide. The Model should be written in exactly the same way as you want the page to look when it is printed (see the example pages at the end of the Workbook Track Teachers' Guide). Stencils should always be traced from Models.

   The Possible Teachers should cut stencils in exactly the same way as the Models are written. A Possible Teacher should never change a Model without checking it again with you or the Experienced Worker.

8) Once you have checked a Possible Teacher's Model, you should have the Possible Teacher begin to trace and cut a stencil from the Model. The Model should be put under the top sheet of the stencil, that is, directly under the sheet with wax on it that will be used for printing. The Model should be lined up with the sides of the stencil so that it is underneath the centre of the stencil and so that there are spaces between all of the edges of the Model and the edges of the stencil.

9) The Possible Teacher should now put a piece of smooth glass or mirror about the size of this page directly under the Model and the top page (wax page) of the stencil. If the stencil has a back page or a carbon page, these pages should not be placed on the top of the glass. Only the Model and the wax page (top page) of the stencil should be on top of the glass. The Possible Teacher should make sure that the Model is still in the centre, underneath the top sheet (wax sheet) of the stencil, and that the glass is underneath the part of the stencil that he or she will trace and cut first. The glass should always be underneath the part of the stencil that the Possible Teacher is tracing and cutting.

10) Once you have checked to make sure that a Possible Teacher has centred his or her Model underneath the top page (wax page) of a stencil and put the glass in the correct place, you should

give the Possible Teacher a pen (biro) that has run out of ink to trace and cut the stencil with. The Possible Teacher should follow exactly the lines of the Model with the pen (biro). While tracing and cutting with the pen (biro) the Possible Teacher should be careful not to press too hard, because this will tear the stencil. The Possible Teacher should press hard enough, though, so that the wax on the stencil is cut clearly. To make sure that a stencil is cut clearly, the top page (wax page) of the stencil should be held up in front of a window, so that light can show through the cut lines. If the light from the window shows through the cut lines, they have been cut correctly. Any lines that do not allow the light from the window to show through should be carefully cut again.

11) Tell the Possible Teachers that if they make a mistake while cutting a stencil, they should stop cutting at once and bring the stencil to you or the Experienced Worker to correct. Tell the Possible Teachers that they must never throw a stencil away when they make a mistake.

12) If a Possible Teacher makes a small mistake on a stencil, paint over the mistake with **stencil correction fluid** and let the fluid dry. When the fluid has dried, hold the stencil in front of a window to make sure that no light is showing through the place that you painted with the fluid. If light shows through the place that you painted, paint it again, allow it to dry, and check it again in the light. When the fluid has dried, the Possible Teacher may keep cutting the stencil in the place that you painted.

    If you have no stencil correction fluid, you can cover up a mistake with a small piece of masking tape. If you use masking tape to correct any mistake, the Possible Teacher will not be able to cut the stencil over the place where the tape has been placed, and any lines or words on the Model that lie under the tape will have to be written further over, so that they will come through.

    If a Possible Teacher makes a big mistake, the incorrect lines or words should be covered over with masking tape. The correct lines and words should be written underneath the mistaken areas that you have covered up with the tape in such a way that the page can still be read easily.

    If the top sheet (wax sheet) of a stencil tears, use masking tape to mend it and cut the lines or words covered up by the masking tape below it.

13) As soon as a Possible Teacher has finished tracing and cutting a stencil, you or the Experienced Worker should check the stencil in front of a window to make sure that:
    a) the lines and words on the stencil are exactly the same as the lines and words on the Model;
    b) the light from the window shines clearly through all lines and words; and
    c) all mistakes and tears have been corrected.

    You should have the Possible Teacher correct any mistakes at once.

14) As soon as you have checked a stencil and the Possible Teacher has made all of the corrections needed, you should collect both the stencil and the Model. At the top of the back side of both the stencil and the Model you should write:
    a) whether the stencil is for a Listening Book, a Story Book, or Workbook 1, 2, 3, or 4;
    b) whether the stencil was cut for a cover page, the front side of a sheet (odd numbered page), or the back side of a sheet (even numbered page);
    c) the name of the language; and
    d) the page number, if any.

15) If the pages need to have numbers, you or the Experienced Worker should cut these onto each stencil when it is ready for printing in the boxes for page numbers at the bottom of the stencil (see Workbook Writing Guide F and Story Book Writing Guide G at the end of this book).

16) Put the cut stencil back into the box that you bought it in or in another safe place until you are ready to use it for printing. You should put the Model in a file and keep it in a safe place to use for cutting stencils at other Training Courses.

GUIDE E: SILKSCREEN PRINTING GUIDE

Note:

This guide should be used to teach the Silkscreen Printing Lecture and Practice Session 2.2 at the Training Course. For printing, the Possible Teachers should use the stencils that they cut in the Cutting Stencils Lecture and Practice Session 1.3 from the Models written from the Listening Stories that they wrote during the Writing Stories Lecture and Practice Session 1.2 the day before.

Aims:

1) To show the Possible Teachers how to use the silkscreen printer to print program books; and
2) to show Possible Teachers how to put program books together and bind them.

How to carry out:

1) Have ready:
   a) For printing:
      - stencils that have been traced and cut;
      - one **silkscreen printer** and one **applicator** for each work table;
      - at least one tube of ink;
      - enough **mimeograph paper** to print the books for the Session;
      - one roll of masking tape;
      - as much scrap paper and newspaper as possible and as many old rags as can be found; and
      - a small amount (one half of a litre) of kerosene.
   b) For binding:
      - a stapler and staples or needles and thread.

Getting Ready to Print

2) Have the Possible Teachers cover each work table with scrap paper, newspaper, or old rags to keep the ink from spoiling the table.

3) Give out to each work table: one **silkscreen printer**, one **applicator**, and one **stencil** that has been traced and cut. Explain that a silkscreen printer should always be used with its hinges facing the left hand side when it is closed with the silk side on top and the wooden side underneath. In this way, when the printer is opened the silk side will be on the left and the wooden side will be on the right (see the Silkscreen Building Guide at the end of this book).

4) **Placing the Stencil on the Silk**
   Show the Possible Teachers how to place stencils on the silk side of the silkscreen printer. Have the Possible Teachers at each work table follow each step as you explain and show it to them. Check to make sure that each table has done the step correctly before going on to the next step:

   a) Open the silkscreen printer so that the silk side is on the left and the wooden side is on the right.

   b) Tear off the back sheet of a stencil that has been traced and cut. Save this sheet to cover the used stencil with in step 8 l later. If the stencil has a carbon sheet, tear this off as well, so that only the top sheet (wax sheet) remains. Be very careful when handling stencils, since they wrinkle and tear very easily. If the wax sheet tears, you should mend it at once with masking tape. Any wrinkles on a stencil may show on the printed pages.

c) Make sure that the front side of the stencil (the side that the Possible Teacher wrote on) is facing the silk and the back side of the stencil is facing you. Always check to make sure that you can only read the writing on the stencil backwards before you place it on the silk.

d) Line up the stencil over the centre of the silk so that the top of the stencil overlaps the top side of the silk and the bottom of the stencil overlaps the bottom side of the silk, the right side of the stencil (reading backwards) overlaps the right side of the silk, and the left side of the stencil (reading backwards) overlaps the left side of the silk.

e) Do not allow the stencil to touch the silk until you have made sure that the words on the stencil can only be read backwards and that the stencil is lined up over the centre of the silk. Once the stencil has touched silk with ink on it, it is very hard to lift the stencil off and put it onto the silk again without wrinkling or tearing the stencil.

f) Place the stencil carefully on the silk and smooth out as many wrinkles as you can.

g) Put a small piece of masking tape over each corner of the stencil to hold the stencil onto the wooden frame around the silk. Use a small piece of masking tape to hold the right side of the stencil to the wooden frame around the silk and another small piece of masking tape to hold the left side of the stencil to the wooden frame around the silk.

5) **Putting Ink Onto the Silk**
Show the Possible Teachers how to put ink onto the silk. Have the Possible Teachers at each work table follow each step as you explain and show it to them. Check to make sure that the Possible Teachers at each work table have done the step correctly before going on to the next step:

a) Put a piece of mimeograph paper in the center of the wooden side of the open silkscreen printer, so that when the printer is closed, the paper will lie underneath the writing on the stencil. There should always be a piece of paper covering the wooden side of the printer whenever there is any ink on the silk. If any ink from the silk gets on any of the wooden parts of the printer, it must be cleaned off the wood at once with a rag or scrap paper.

Use the straight edges of two short pieces of masking tape to mark the place where one corner of the paper is resting on the wooden part of the silkscreen.

b) Be very careful at all times to make sure that ink stays on the silk and on the rubber part of the applicator only. As soon as ink gets on to any wooden part of the printer or the applicator, onto the table or onto your hands, wipe it off at once with a rag or a piece of scrap paper. Do not get ink on your clothes because it is very difficult to wash out. When you are not using the applicator, you should place it so that the rubber part with the ink on it is facing up and not touching anything.

c) Close the printer so that the stencil and the paper are inside.

d) Put about three or four thin lines of ink across the part of the silk that has the writing on the stencil underneath it. Do not put too much ink onto the silk.

e) Use the rubber part of the applicator to spread the ink over the silk. Do not spread ink over the bottom part of the silk if there is no writing on the bottom part of the stencil underneath it. Keep moving the applicator over the silk and try to cover all of the dry parts of the silk with ink. If there is not enough ink to cover all of the dry spots, put a small drop of ink over each dry spot and use the applicator to spread the ink over each spot.

6) **Using the Applicator**
Show the Possible Teachers how to use the applicator to print. Have the Possible Teachers at each work table follow each step as you explain and show it to them. Check to make sure that the Possible Teachers at each work table have done the step correctly before going on to the next step.

   a) To print, you should first line up the rubber part of the applicator along the top side of the wooden frame around the silk in the top left hand corner.

   b) Next, pull the applicator once toward you down along the left hand side of the silk. Lift the applicator off the silk as soon as you have moved it over the part of the silk that is covering the written part of the stencil. When pulling the applicator, you should press down on the silk. Do not press too hard or it will ruin the stencil but press hard enough so that each sheet is printed clearly.

   c) Next, line up the rubber part of the applicator along the top side of the wooden frame around the silk in the top right hand corner.

   d) Finally, pull the applicator once toward you, down along the right hand side of the silk. Lift the applicator off the silk as soon as you have moved it over the part of the silk that is covering the written part of the stencil.

   e) The paper inside of the printer should now be printed. Open the printer to see if the writing has come through onto the paper. If the writing did not come through or it is to light, repeat steps 6a, 6b, 6c, and 6d above, with the same sheet of paper. If the paper sticks to the stencil, peel it off carefully. It should be printed clearly.

   If the writing on the paper is backwards, you did not check to make sure that the writing on the stencil could only be read backwards before you placed the stencil on the silk in step 4. If you have made this mistake, you will have to open the printer and carefully take the stencil off the silk. Blot the ink off it very carefully by laying the wet side of the stencil on a piece of scrap paper or newspaper. Place another piece of paper over the stencil and press down on the paper. Do this over and over again until the ink is dry. You must then very carefully place the correct side of the stencil on the silk, try to smooth out the wrinkles in it, tape it onto the wooden frame, put another sheet of paper into the printer, close the printer, put more ink onto the silk if it is needed, and try printing again.

7) **Lining up Paper for Printing**
Show the Possible Teachers how to line up the papers for printing. Have the Possible Teachers at each work table follow each step as you explain and show it to them. Check to make sure that the Possible Teachers at each work table have done the step correctly before going on to the next step:

   a) Look at the copy you have made and check to make sure that the writing is centred on the page. Make sure that the amount of space between the left edge of the paper and the words and lines on the paper is the same as the amount of space between the right edge of the paper and the words and lines on the paper. This is very important, since you will need to have space on both sides of each page for binding. You should also make sure that the spaces at the top and bottom of the paper are about the same.

   b) If the spaces are equal on all sides of the printed paper you should use the corner mark that you made with the masking tape when you first placed the paper on the wooden part of the silk screen in step 5a to guide you in placing the papers that you will use to make other copies.

If the space on the right side of the printed paper is bigger than the space on the left side of the paper, you must move your tape mark to the left side of the wooden part of the silkscreen. If the space on the left side of the printed paper is bigger than the space on the right side, you must move your tape mark to the right. If the space at the top of the paper is bigger than the bottom space, move the mark towards the bottom. If the space at the bottom of the paper is too big, move the mark toward the top of the wooden part of the silkscreen.

c) Keep moving the tape mark a little at a time and try printing other copies onto the back of the first copy and onto pieces of scrap paper, until the spaces on all sides of the printed paper are about the same size. As soon as all of the spaces on a copy are the same, make sure that the tape is marking the place where one of the corners of that copy is resting on the wooden part of the silkscreen so that you will know where to place other sheets of paper before you print them.

8) **Printing**

Now show the Possible Teachers how to print. Have the Possible Teachers at each work table follow each step as you explain and show it to them. Check to make sure that the Possible Teachers at each table are following each step correctly:

a) There should be at least three Possible Teachers working as a team at each silkscreen printer: one Possible Teacher should be a **Printer**, one should be a **Placer**, and one should be a **Counter**. The **Printer** should be printing with the applicator. The **Placer** should be placing papers on the tape mark before printing and removing papers from the printer after printing. The **Counter** should be placing copies one at a time into piles for drying and counting the copies as soon as they are printed.

b) The Printer opens the silkscreen printer.

c) The Placer removes the copy from the wooden part of the silkscreen printer and gives it to the Counter who puts the copies one at a time into each of ten piles in order for drying, counting each copy as he or she puts it onto the next pile.

d) The Placer places another copy on the wooden side of the silkscreen printer, using the tape mark as a guide.

e) The Printer closes the silkscreen printer and pulls the applicator over the silk once down the left side and once down the right side and then opens the silkscreen printer.

f) The Printer, the Placer, and the Counter repeat steps 8b, 8c, 8d, and 8e until the Counter has counted a few less than the number of copies needed (50 copies for each class of 30 students for Story Books and Workbooks and 15 copies for each class of 30 students for Listening Books).

g) The Printer stops printing while the Placer and the Counter count all of the copies in the drying piles again to see how many more copies are needed before going on to print them.

h) The Printer, the Placer, and the Counter repeat steps 8b, 8c, 8d, and 8e until they have printed the number of copies needed plus two or three extra copies.

i) **Special note for the Printer**

If copies are too light, try pressing down on the silk a little harder. Put one more line of ink across the top of the wet part of the silk. Spread the ink by pulling the applicator down the silk and make sure that any extra ink is on the edge of the rubber of the applicator which is facing the silk.

j) **Special note for the Placer**
Instead of placing papers for printing one at a time on the wooden part of the silkscreen, you can count out five sheets of paper and place the pile of five sheets on the wooden part of the silkscreen printer all together using the tape mark as a guide. When you remove each copy after it is printed, make sure that the next page in the pile to be printed is lined up correctly with the tape mark.

k) **Special note for the Counter**
It is very important that you place printed copies to dry in at least ten different piles arranged in a single line. Put one copy on one pile, the next copy on the next pile, and so on, so that you never put two wet copies on the same pile one after the other. If you do not make sure to place copies on different piles as they are printed, the wet copies will spoil each other. In places where it rains a lot, you may need to make more than ten piles to allow the ink on each copy to dry before another printed copy is placed on top of it. You must also be counting the copies carefully as you place them on each pile for drying, to make sure that the Printer and the Placer do not print too many copies and waste paper or that they do not print too few copies.

l) When the correct number of copies has been printed, the Printer should carefully peel the stencil off the silk and lay the sheet that was torn off the back side of the stencil in step 4b over the wet side of the stencil and hang it up to dry. When it is dry, the Possible Teacher should give the used stencil to you or the Experienced Worker to keep in a safe place. You should keep all used stencils until the end of the Training Course. You may keep used stencils longer if you think that you may need to use them again. If used stencils get spoiled, trace and cut new stencils from the old Models that you have saved in your files or from printed copies of old books.

m) When all of the printed copies have dried, the Counter should put all of the copies into one pile. The Counter should then check and make sure that the printed side of each copy is facing up, that the printing on each copy reads in the same direction, and that no copies are upside down. Finally, the Counter should give the pile of printed copies to you or the Experienced Worker to prepare for printing on the back side, if necessary.

9) **Printing Back Sides of Copies**
For all program books, except for the Story Books for Terms 1 and 2 and cover pages, each sheet of paper will need to be printed both on the front side and on the back side. Show the Possible Teachers how to print the back sides of copies. Have the Possible Teachers at each work table follow each step as you explain and show it to them. Check to make sure that the Possible Teachers at each table are following all of the steps correctly (see Model ST7 at the end of the Story Track Teachers' Guide, Guide A at the end of this book):

a) Give out a pile of copies printed on one side to each work table.

b) Give to the Possible Teachers at each table the stencil that has been traced and cut for printing on the back side of the copies in the pile that you gave to them. If the pages need to be numbered, make sure that the correct number is cut onto the stencil in the box for the page number at the bottom of the stencil. Always give out stencils that have been traced and cut for back sides of pages together with the pile of printed front sides that go with them. Never leave clean paper around for Possible Teachers to print back sides of pages onto by mistake.

c) Have the Possible Teachers check the pile of copies that you gave them again to make sure that they are all facing the same way and that none are upside down.

d) Have the Possible Teachers print the new stencil on the back side of each copy in the pile, using the steps in this guide.

e) Keep checking the copies as they are printed to make sure that the back sides are matching the front sides and that the tops and bottoms of both sides are facing the same way.

If a mistake is made, try to correct it at once. Put all of the incorrectly printed copies aside. Do not throw them away. Save the front sides to bind into the book and print an extra back side on a clean sheet of paper to replace each mistaken back side and bind it into the book to be the next page after the page with the correct front side on it.

10) **Finishing Printing for the Day**

When you have finished printing for the day, you should clean the silkscreen printer to make sure that no ink is left to dry on the silk. Clean the wooden parts of the printer by wiping them off with a piece of scrap paper or a rag. Clean any extra ink off of the silk with the applicator. To clean the silk, first put pieces of scrap paper inside on the wooden part of the printer underneath the silk. Next, wet a rag with a little kerosene and lightly wipe it over the silk. Do not rub the silk too hard. When the paper under the silk is black with ink, throw it away and put some more scrap paper in its place. Wet the rag with kerosene and wipe the silk lightly again. Keep wiping the silk until there is no more ink coming through on the scrap paper. Throw the scrap paper away. Kerosene should only be used to clean the silk. Never use kerosene to clean the applicator because it will spoil the rubber. Simply wipe off the applicator with scrap paper or a dry rag. Always close the silkscreen printer before you store it, and always store it in a place where the silk cannot be spoiled.

If you are printing in a rainy place or in a rainy season and you plan to use the silkscreen printer in the next day or two, you may wrap up the printer when you have finished with it for the day without cleaning the silk. If you choose to wrap up the printer instead of cleaning it, you should leave the last stencil that you used for printing on the silk, make sure that there is a piece of scrap paper inside on the wooden part of the printer underneath the silk, close the printer, and wrap up the whole printer in at least three layers of newspaper, scrap paper, rags or plastic. Wipe the applicator clean with a piece of scrap paper or a rag. Do not use any kerosene.

11) **Putting Pages in Order and Binding Books**

a) When you have finished printing the front sides and the back sides of all of the pages of a Workbook, a Listening Book, or a Story Book for Terms 3 or 4, you should put the pages of the book together and bind the book. To bind books, you will need a stapler and two staples for each book or needles and thread.

b) To put pages in order, you should first make a row of tables or desks long enough to hold a row of 11 piles across it. Next, put the pile of printed front cover pages at the far left hand side of the row of tables with the front cover facing up. Put the pile of printed pages with pages 1 and 2 of the book on them in the next pile to the right of the cover page pile. Make sure that page 1 is facing you and page 2 is facing away from you. Now put the piles of the rest of the pages in the book in order to the right of this pile, with the odd numbered pages facing you and the even numbered pages facing away from you. The last pile at the far right end of the row of tables should have the sheets for the back cover in it. For the Workbooks and the Listening Books the back cover sheet is a blank sheet. The piles should look like this:

front cover up	page 1 up	page 3 up	page 5 up	pages 7, 9, 11, 13, 15, 17 up	back cover page
Pile 1	**Pile 2**	**Pile 3**	**Pile 4**	**Piles 5, 6, 7, 8, 9, 10**	**Pile 11**

c) Have the Possible Teachers check each pile to make sure that each sheet in each pile has the same page numbers on it, has its odd numbered side facing up and its even numbered side facing down, and that all of the lines and words on both sides are facing the same way.

d) Have some of the Possible Teachers work on putting the pages together, have other Possible Teachers check the books before they are bound, and have other Possible Teachers work on binding the books.

e) The Possible Teachers who are putting the pages together to make up the books should pick up one page from each of the piles on the row of tables in order, beginning with the front cover page and ending with the back cover page. These Possible Teachers should be very careful:

1) to pick up only one page at a time;
2) to put each page in order directly behind the one that he or she picked up before it; and
3) to make sure not to turn pages around in any way after picking them up.

f) When a Possible Teacher has taken one page from each pile in order to make up a copy of the book, he or she should give the pages to one of the Possible Teachers whom you have chosen to check the books. These Possible Teachers should check each book to make sure that:

1) the book begins with the front cover page;
2) the book ends with the back cover page; and
3) the book has all of the pages in it in order with the odd numbered pages facing the front of the book and the even numbered pages facing the back of the book.

g) If a book has not been put together correctly, the Possible Teacher who is checking the book should correct the mistake at once.

h) When a book has been put together correctly and has been checked, it should be given to one of the Possible Teachers whom you have chosen to bind the books.

i) To bind a book, a Possible Teacher should first make sure that all of the edges of all of the pages line up neatly one on top of the other. If there is a stapler and staples, the Possible Teacher should then put two staples along the left hand edge of the book, one near the top left corner and one near the bottom left corner. Each staple should be about as far from the left edge of the book as the width of a pencil. If there are enough staples, a third staple can be put half way between the other two along the left edge of the book. In very rainy places staples may rust. To keep staples from spoiling the pages of the books, a strip of plastic can be put around the left edge of the book before it is stapled. The strip of plastic should be wide enough to go underneath each staple on both sides of the book. These strips can be cut from thick plastic bags.

If there is no stapler or staples, you should ask as many Possible Teachers as you can to use needles and thread to bind the books. A few stitches should be sewn in the top left hand corner of the book and a few more stitches should be sewn in the bottom left hand corner of the book, about the width of a pencil from the left hand edge of the book.

j) When a book is bound, it should be given to you or the Experienced Worker to check over to make sure that all of the steps were followed correctly. Correct any mistakes at once.

k) Once you have checked the books and all mistakes have been corrected, you should put the books in a safe place. You should put two copies of each book in your files for you to use later whenever you might need them. The other books should be put in a safe place where the Program Teachers can find them when they need them.

GUIDE F: WORKBOOK WRITING GUIDE

Aim:

To write and print **Workbooks 1, 2, 3,** and **4**.

How to carry out:

There are two types of **Workbooks** for the Multi-Strategy Method:

a) **Workbook 1** - which is a prereading activity book for Term 1; and
b) **Workbooks 2, 3,** and **4** - which are primers for Terms 2, 3, and 4.

Part A of this guide explains how to write and print **Workbook 1** and Part B of this guide explains how to write **Workbooks 2, 3,** and **4**. If there are prereading books or primers already written for literacy in the language of one of the communities in the program, you should read Part C of this guide.

Part A - Workbook 1

1) Workbook 1 is a prereading activity book and it can be used by communities who speak different languages. Once you have printed Workbook 1 for one community at one Training Course, you may use the same Models and stencils to print Workbook 1 for other communities at other Training Courses. For this reason, it is wise to save the stencils for Workbook 1 each time you print from them.

2) Workbook 1 has 11 sheets:

   a) a front cover page printed on one side (see the Front Cover Page Model, Model WT1 at the end of the Workbook Track Teachers' Guide);

   b) three inside sheets printed on their front sides and back sides with Find the Same Picture activities on them (see the Workbook 1 Find the Same Picture Models, Models WT2, 3, 4, 5, 6, and 7 at the end of the Workbook Track Teachers' Guide);

   c) one and one half inside sheets (two front sides and one back side) with Find the Same Letter activities on them (see the Workbook 1 Find the Same Activities Model, Model WT8 and the examples at the end of the Workbook Track Teachers' Guide);

   d) one and one half inside sheets (one front side and two back sides) with Find the Same Syllable activities on them (see the Workbook 1 Find the Same Activities Model, Model WT8 at the end of the Workbook Track Teachers' Guide);

   e) one inside sheet printed on its front side and its back side with Find the Same Word activities on it (see the Workbook 1 Find the Same Activities Model, Model WT8 at the end of the Workbook Track Teachers' Guide),

   f) two inside sheets printed on their front sides and back sides with Make a Picture Story activities on them (see the Workbook 1 Make a Picture Story Activities Model, Model WT9 and the examples at the end of the Workbook Track Teachers' Guide); and

   g) a blank back cover page.

3) During Sessions 4.2 and 4.3 of the Training Course, the Possible Teachers will be writing Models and cutting stencils for Workbook 1. The Possible Teachers will be writing six types of Models:
   a) a front cover page Model from the Front Cover Page Model, Model WT1;
   b) pages 1, 2, 3, 4, 5, and 6: six Find the Same Picture Models traced directly from the Workbook 1 Find the Same Picture Models, Models WT2, 3, 4, 5, 6, and 7;
   c) pages 7, 8, and 9: three Find the Same Letter Models from the Workbook 1 Find the Same Activities Model, Model WT8;
   d) pages 10, 11, and 12: three Find the Same Syllable Models from the Workbook 1 Find the Same Activities Model, Model WT8;
   e) pages 13 and 14: two Find the Same Word Models from the Workbook 1 Find the Same Activities Model, Model WT8; and
   f) pages 15, 16, 17, and 18: four Make a Picture Story Models from the Workbook 1 Make a Picture Story Activities Model, Model WT9.

4) To write the Find the Same Letter, Syllable, and Word Models, you should fill in the lines on the Find the Same Activities Model (WT8) with letters (or characters), syllables, and words from the Possible Teachers' language. Follow the patterns used in the examples of a Find the Same Letter Activity page (WT8) and in the Find the Same Picture Models (WT6, 7, and 8) at the end of the Workbook Track Teachers' Guide. If the language of the Possible Teachers is written from right to left, all of the Find the Same Activities Models should read from right to left instead of from left to right.
   a) Make sure that the Possible Teachers who are writing the Find the Same Letter, Syllable, and Word Models can print very well, and that they print only between the lines on Model WT8 using the letters or characters usually used for literacy in the language.
   b) Make sure that all of the letters (or characters) syllables, and words that are used in the Find the Same Letter, Syllable, and Word Models are found in the Possible Teachers' Language. Use the Alphabet Book and the Models that you have prepared for Workbooks 2, 3, and 4 for the language to help you find the letters (or characters), syllables, and words to use.
   c) Make sure that the letter (or character), syllable, or word that is to the left of the upright line in each row is copied once and only once to the right of the upright line in each row.
   d) Make sure that the two letters (or characters), syllables, or words to the right of the upright line in each row that are different from the letter (or character), syllable, or word to the left of the upright line are copies of each other as shown in Activity C on the example page for Find the Same Activities Model (Model WT8). Example:

      da | ba da ba

   e) Make sure that the letter (or character), syllable, or word to the right of the upright line in each row that is the same as the letter (or character), syllable, or word to the left of the upright line is not always in the same place in the row, that is, you should always mix the order of the letters (or characters), syllables, or words to the right of the upright line. Example:

      da | ba da ba
      bi | bi do do

   f) If the language has characters for syllables only and not for individual sounds, write six Find the Same Syllable Models instead of three Find the Same Letter Models and three Find the Same Syllable Models.

5) To write the Make a Picture Story Models, the Possible Teachers should fill in each of the eight boxes on each Model page (see Model WT9) with simple line drawings of people and objects that are part of their culture.

6) Have the Possible Teachers write the Models for Workbook 1, following all of the steps that they learned in the Cutting Stencils Lecture and Practice Session 1.2 (see the Cutting Stencils Guide, Guide D at the end of this book). Make sure that each Model is written in exactly the same way as you want the printed page to look. Number the pages using the boxes for page numbers at the bottom of each page.

7) As soon as each Possible Teacher has written his or her Model and has corrected all mistakes, you should give the Possible Teacher a blank stencil and have him or her cut the stencil from the Model, following all of the steps in the Cutting Stencils Guide, Guide D at the end of this book.

8) As soon as each Possible Teacher has traced and cut his or her stencil, you or one of the other Trainers should check the stencil in front of a window to make sure that the lines and the words on the stencil are exactly the same as the lines and the words on the Model, that all mistakes and tears have been corrected, and that the light shines through all of the lines and words.

9) When the Possible Teachers have finished cutting the stencils for Workbook 1, they should set up the silkscreen printers at their work tables and begin to print, following the steps that they learned in the Silkscreen Printing Lecture and Practice Session 2.2 (see the Silkscreen Printing Guide, Guide E at the end of this book).

10) The Possible Teachers should print 50 copies for each class of 30 students of:

   a) a front cover page printed on one side of one sheet of paper;
   b) pages 1 and 2 on the front and back sides of one sheet of paper;
   c) pages 3 and 4 on the front and back sides of one sheet of paper;
   d) pages 5 and 6 on the front and back sides of one sheet of paper;
   e) pages 7 and 8 on the front and back sides of one sheet of paper;
   f) pages 9 and 10 on the front and back sides of one sheet of paper;
   g) pages 11 and 12 on the front and back sides of one sheet of paper;
   h, i, j) pages 13 and 14, pages 15 and 16, and pages 17 and 18, each on the front and back sides of one sheet of paper; and
   k) the back cover of Workbook 1 will be a blank sheet. The Possible Teachers should follow the steps in the Silkscreen Printing Guide for printing these pages, putting them in order, and binding them into Workbook 1.

Part B - Workbooks 2, 3, and 4

1) Workbooks 2, 3, and 4 are primers: Workbook 2 is the primer for Term 2, Workbook 3 is the primer for Term 3, and Workbook 4 is the primer for Term 4. Each of these Workbooks has eight Sections of two pages each: Section 1 for Week 1 of the Term, Section 2 for Week 2 of the Term, and so on to Section 8 for Week 8.

2) Workbooks 2, 3, and 4 have ten sheets each:

   a) a front cover page printed on one side (see the Front Cover Page Model, Model WT1 at the end of the Workbook Track Teachers' Guide);

b) eight inside sheets printed on their front sides with the first page of each Section and on their back sides with the second page of each Section (see the Workbooks 2, 3, and 4 Front Side Model, Model WT10 and the Workbooks 2, 3, and 4 Back Side Model, Model WT11 at the end of the Workbook Track Teachers' Guide); and

c) a blank page for a back cover.

3) The second page of Section 1 of Workbook 2 is slightly different from the second page of the other Sections (see the Workbook 2, Section 1 Back Side Model, Model WT12 at the end of the Workbook Track Teachers' Guide).

4) The Models for Workbooks 2, 3, and 4 must be written by you or the Experienced Worker before the Training Course begins, using Models WT10, WT11, and WT12.

5) Look carefully at Models WT10 and WT11 and the examples at the end of the Workbook Track Teachers' Guide. Each Section of Workbooks 2, 3, and 4 follows the same plan. Each Section has two pages:

a) The first page of each Section has two **Key Words** on it, with a picture of the object or person named by the Key Word above each Key Word. Under each Key Word, the syllables in the Key Word are separated and put into **Little Boxes**. Next, each Key Word is broken down and made up into a word again (see Model WT10).

b) On the second page of each Section, syllables that have already been used in Key Words are put into a **Big Box** with 12 spaces in it. Under the Big Box, a **Sentence Making Word** is listed. Below this Sentence Making Word, sentences using the Key Words of the Section and the Sentence Making Word are first broken down and then made up again into sentences. Finally, **New Sentences** using syllables that the students already know are found at the bottom of the page (see Model WT11).

Writing Models for Workbook 2, Section 1

6) Begin to design Workbook 2. Look carefully at Models WT10, WT12, and the examples at the end of the Workbook Track Teachers' Guide. Section 1 of Workbook 2 is slightly different from the other Sections of the other Workbooks. The first page of this Section uses the same Model (Model WT10) as the first pages of all other Sections but the second page follows a different Model (Model WT12). At the top of the second page of Section 1 of Workbook 2, there is an extra Key Word, together with the picture, the Little Boxes, and the Breaking and Making activities that go with the Key Word. At the bottom of the page, there is a Big Box with only eight spaces in it, a Sentence Making Word, and three sentences made up from the three Key Words in the Section used with the Sentence Making Word.

7) Find the first two Key Words of Workbook 2, Section 1:

a) Key Words should be words that name an object or person (nouns) that can easily be drawn in a picture. Key Words should not be personal names, action words (verbs) or other grammatical words. Key Words should have two syllables in them. If the language does not have enough two syllable words to make up Key Words, use three syllable words for Key Words. As much as possible, Key Words should be words that are interesting to the students. Key Words are often very hard to find. If you have trouble, do not get discouraged. Keep trying.

b) In Workbook 2 you should only use two or three different vowels in all Key Words, Sentence Making Words, and sentences. These vowels should be vowels which are found in many words in the language. If it is possible, only two vowels should be used in the first Sections of Workbook 2. No more than one third of the consonants in the language should be used in Workbook 2. These should be consonants which are found in many words of the language. The other vowels and consonants of the language will be taught in Workbooks 3 and 4.

c) The first two Key Words in Workbook 2, Section 1 should be spelled in the same way, except that the vowel in one syllable of one Key Word is different from the vowel in the same syllable of the other Key Word. The syllable with the different vowel in it in each word is called the **Key Syllable**. Example:

First Key Word:	**i**ti	Key Syllable:	**i**
Second Key Word:	**u**ti	Key Syllable:	**u**

If it is possible, the **Key Syllables** of the first two Key Words should have only a vowel in them, as shown in the example above. If this is not possible, the **Key Syllables** should have a consonant and a vowel in them. Example:

First Key Word:	**ki**ti	Key Syllable:	**ki**
Second Key Word:	**ku**ti	Key Syllable:	**ku**

If you cannot find two words that are different by only one vowel in the same syllable, find two words that are different by only one consonant in the same syllable. Example:

First Key Word:	**ki**ti	Key Syllable:	**ki**
Second Key Word:	**bi**ti	Key Syllable:	**bi**

8) Now find the Sentence Making Word and the third Key Word for Workbook 2, Section 1.

a) A Sentence Making Word is a word that can be used together with the Key Words to make a sentence without using any words that the students have not yet learned. In many languages, the command form of a verb such as 'look at' or 'carry' can be used together with a Key Word to make up a sentence. Example (from Binandere, a Papuan language):

First Key Word:	apa	'tool'
Second Key Word:	ipa	'hand'
Sentence Making Word:	gi	'look at'
	Apa gi.	'Look at the tool!'
	Ipa gi.	'Look at the hand!'

If the command form of a verb cannot be used alone with the Key Words, you may need to find a word that can be used alone with a noun to make up a phrase but not a whole sentence, such as a number, an adjective, or another determiner (article, demonstrative, etcetera). Example (from Binandere):

First Key Word:	apa	'tool'
Second Key Word:	ipa	'hand'
Sentence Making Word:	da	'one'
	apa da	'one tool'
	ipa da	'one hand'

b) Sentence Making Words should only be made up of syllables that the students have already learned in the Key Words. Since the Sentence Making Word in Section 1 of Workbook 2 will probably have syllables in it that are not in the first Key Word and the second Key Word of the Section, you should make sure that the third Key Word on the top of the second page of Section 1 has all of the syllables in it that are in the Sentence Making Word, but that are not in the first or second Key Words. Examples (from Binandere):

	First Key Word:	apa	'tool'
	Second Key Word:	ipa	'hand'
	Sentence Making Word:	gi	'look at'
	Third Key Word:	igi	'leaf'
or	First Key Word:	apa	'tool'
	Second Key Word:	ipa	'hand'
	Sentence Making Word:	da	'one'
	Third Key Word:	dagi	'spear point'

9) Write the Model for Workbook 2, Section 1, first page (front side, see Model WT10 and the example at the end of the Workbook Track Teachers' Guide).

a) Box for Section number: Fill in the box with the number 1, since the Model is for Section 1;

b) Box for the picture for the first Key Word: Leave this box blank for the Possible Teachers to draw the picture for the Key Word in it at the Training Course.

c) Line for the first Key Word: Write the first Key Word here.

d) Little Boxes for the first Key Word: Divide the first Key Word into syllables and put the first syllable into the first Little Box and the second syllable into the second Little Box.

e) Lines for the Breaking activity for the first Key Word: On the first line, write the first Key Word. On the second line, write the two syllables of the first Key Word with a space between them but joined by a line. On the third line write the Key Syllable of the first Key Word on the line to the left, if it is the first syllable of the word, or on the line to the right, if it is the last syllable in the word.

f) Lines for the Making activity for the first Key Word: On the first line, write the Key Syllable of the first Key Word on the line to the left, if it is the first syllable of the word, or on the line to the right, if it is the last syllable of the word. On the second line, write the two syllables of the first Key Word with a space between them but joined by a line. On the third line write the first Key Word.

g,h,i,j,k) Now repeat steps 9b, 9c, 9d, 9e, and 9f, for the second Key Word.

10) Write the Model for Workbook 2, Section 1, second page (back side, see Model WT12 and the example at the end of the Workbook Track Teachers' Guide):

a) The Section number is already written on the Model.

b,c,d,e,f) Box for the picture for the third Key Word, line for the third Key Word, Little Boxes for the third Key Word, and the Breaking and Making activities for the third Key Word: Repeat steps 9b, 9c, 9d, 9e, and 9f, for the third Key Word.

The Key Syllable for the third Key Word and for all other Key Words after the first and second Key Words of Workbook 2, Section 1 should be whichever of the syllables in the Key Word that is new (that is not found in any of the Key Words that the students have already learned). Example (Binandere):

First Key Word:	apa	
Second Key Word:	ipa	(i found here)
Third Key Word:	igi	Key Syllable: **gi**

Since **i** was taught in the second Key Word, **gi** is the new syllable in the third Key Word and it should be the Key Syllable.

If both of the syllables in a Key Word are new syllables, choose the syllable that is stressed to be the Key Syllable or, if the language has no clear stress patterns, choose the first syllable of the word to be the Key Syllable.

g) Big Box: Write each syllable from the first three Key Words in a different space of the Big Box in any order. If there are not enough syllables to fill up all of the spaces in the Big Box, write some of the same syllables in two different spaces.

h) Line for the Sentence Making Word: Write the Sentence Making Word here.

i) Lines for three sentences using each Key Word and the Sentence Making Word: Write three sentences or phrases here. Each sentence should have one of the Key Words of the Section in it along with the Sentence Making Word. No other words should be used. All full sentences should have the usual punctuation (for example, capital letters and full stops).

Writing Models for Workbook 2, Section 2

11) Find the two Key Words and the Sentence Making Word for Section 2 of Workbook 2, using steps 7 and 8 in this guide. Remember that you should try to use the same two vowels in all of the words and sentences in the first Sections of Workbook 2, and that the Sentence Making Word can only include syllables that are found in the Key Words that the students have already learned.

    The Key Words for Section 2 and all of the other Sections of Workbook 2 should include one new syllable (the Key Syllable) and one old syllable that the students have already learned. The two Key Words in each Section after Section 1 do not need to be different by only one vowel or consonant sound. You can choose any two syllable word that contains the consonants and the two or three vowels that you have chosen for Workbook 2, as long as one of the syllables in the word is one that the students have already learned in the Key Words that have been taught before it.

12) Write the Model for Workbook 2, Section 2, first page (front side, see Model WT10 and the example at the end of the Workbook Track Teachers' Guide). Do this in exactly the same way as you did for Section 1, first page in step 9 of this guide, using the two new Key Words that you found in step 11.

13) Write the Model for Workbook 2, Section 2, second page, using Model WT11 and the example at the back of the Workbook Track Teachers' Guide:

    a) Box for the Section number: Write the number **2** here, since this is Section 2.
    b) Big Box: Write each syllable from the two new Key Words of the Section in a different space of the Big Box, in any order. In the other spaces, write any syllables from other Key Words that the students have already learned, that are different from the Key Syllables of the new Key Words of the Section by only one vowel or one consonant sound. If there are still some empty spaces, write in other syllables from Key Words that the students have already learned, or write some of the same syllables in two different spaces.
    c) Line for the Sentence Making Word: Write the Sentence Making Word here that you found in step 11.
    d) Lines for the first Breaking sentence activity: On the first line, write a sentence with the first new Key Word of the Section and the Sentence Making Word of the Section in it. No other words should be used, except for other Key Words and Sentence Making Words that the students have already learned. On the second line, write the phrase from the sentence on the first line that has the Key Word in it. On the third line, write the Key Word alone. You may need two lines, three lines, or four lines to break the sentence down.
    e) Lines for the first Making sentence activity: Use the same sentence here that you used for the sentence Breaking activity, but start by writing the first Key Word alone on the first Line. On the second line, write the phrase from the sentence that has the Key Word in it. On the third line, write the whole sentence that you wrote on the first line of the Breaking sentence activity. You may need two lines, three lines, or four lines to make the sentence up.
    f) Lines for the second Breaking sentence activity: Use the second new Key Word for the Section and the new Sentence Making Word to write the second Breaking sentence activity in the same way as in step 13d.
    g) Lines for the second Making sentence activity: Use the second new Key Word for the Section and the new Sentence Making Word to write the second Making sentence activity in the same way as in step 13e.
    h) Lines for two New Sentences: Write two New Sentences here. These sentences should include any words in the language that contain only the syllables that the students have already learned in Key Words. These sentences should be as long as possible and contain words with as many syllables as possible. In New Sentences, you should try to use old Sentence Making Words that the students have already learned whenever you can.

Writing Models for the Other Sections of Workbook 2

14) Find two Key Words and one Sentence Making Word for each of the other Sections of Workbook 2, in the same way as in steps 11, 7, and 8 in this guide.

15) Use the Key Words and the Sentence Making Words that you found in step 14 to write the Models for the first and second pages of Section 3, 4, 5, 6, 7, and 8 of Workbook 2, in the same way as in step 9 (first pages, front sides) and in step 13 (second pages, back sides - do not use step 10 here) of this guide.

Writing Models for Workbooks 3 and 4

16) Find the two Key Words and one Sentence Making Word for each Section of Workbooks 3 and 4 in the same way as in steps 11, 7, 8, and 14 of this guide, except that in Workbooks 3 and 4:
    a) New Key Words do not need to have an old syllable (that is, a syllable that the students have already learned) in them. Both syllables in a Key Word can be new syllables.
    b) All of the vowels and all of the consonants in the language should be introduced one by one in the Key Words of each Section.
    c) Any special features of the language that have spelling symbols for them such as tone, vowel length, and nasalisation should be introduced one by one in the Key Words of each Section.
    d) All syllable types that are used in the language such as syllables with groups of consonants or vowels in them or syllables with consonants at the end should be introduced one by one in the Key Words of each Section.
    e) If possible, try to introduce the vowels, consonants, special features, and syllable types that are the most common in the language in Workbooks 2 and 3 and the vowels, consonants, special features, and syllable types that are the least common in the language in Workbook 4. Always make sure to use each syllable at least two or three times in the Big Boxes and the sentences of the Sections that follow the Section where the syllable is first introduced in a Key Word.
    f) In Workbook 4, longer words can be used as Key Words.

Finishing the Models for Workbooks 2, 3, and 4

17) Make sure that you have the Models for all of the Sections of Workbooks 2, 3, and 4 ready by the beginning of the Training Course for checking with the Possible Teachers.

18) Once the Possible Teachers have checked your Models and you have made all corrections, have the Possible Teachers draw the pictures on the Models for each of the Key Words. These pictures can be drawn by the Possible Teachers during the Cutting Stencils Sessions set aside for each Workbook.

Cutting Stencils and Printing for Workbooks 2, 3, and 4

19) Make sure that each Model is written in exactly the same way as you want each printed page to look. Number the pages using the boxes for page numbers at the bottom of each page (see the Cutting Stencils Guide, Guide D).

20) The Possible Teachers should trace and cut stencils for Workbooks 2, 3, and 4 from the Models that you have prepared during these Training Course Sessions:
    a) Cutting Stencils for Workbook 2: Sessions 5.1 and 5.2;
    b) Cutting Stencils for Workbook 3: Sessions 7.1 and 7.2; and
    c) Cutting Stencils for Workbook 4: Sessions 8.1 and 8.2.

21) As soon as each Possible Teacher has traced and cut his or her stencil, you or one of the other Trainers should check the stencil in front of a window to make sure that the lines and the words on the stencil are exactly the same as the lines and the words on the Model, that all mistakes and tears have been corrected, and that the light shines through all of the lines and words.

22) When the Possible Teachers have finished cutting the stencils for a Workbook, they should set up the silkscreen printers at their work tables and begin to print, following the steps that they learned in the Silkscreen Printing Lecture and Practice Session 2.2 (see the Silkscreen Printing Guide, Guide E).

23) For each Workbook, the Possible Teachers should print 50 copies for each class of 30 students of:

a) a front cover page;
b) pages 1 and 2 on the front and back sides of one sheet of paper;
c) pages 3 and 4 on the front and back sides of one sheet of paper;
d,e,f,g,h,i) pages 5 and 6, pages 7 and 8, pages 9 and 10, pages 11 and 12, pages 13 and 14, pages 5 and 16, each on the front and back sides of one sheet of paper; and
j) the back cover of the Workbooks willl be a blank sheet.

The Possible Teachers should follow the steps in the Silkscreen Printing Guide for printing these pages, putting them in order, and binding them into each Workbook.

Part C - Adapting Materials Already Written for the Language to the Workbook Track

24) If there is a prereading book already written for literacy in you area, you may try to adapt it to the Workbook Track Patterns for Term 1 and use it instead of Workbook 1. If you choose to do this, you will need to look very carefully at Part A of this guide and at Chapter 2, Sections 3C and 3D of this book. Make sure that there are enough copies of the prereading book for all of the students to use and that the book can fit the Workbook Track Patterns for Term 1.

25) If there are primers already written for literacy in the language of the Training Course, you may try to adapt them to the Workbook Track Patterns for Terms 2, 3, and 4 and use them instead of Workbooks 2, 3, and 4. If you choose to do this, you will need to look very carefully at Part B of this guide and at Chapter 2, Sections 3C and 3D of this book. Make sure that there are enough copies of each primer for all of the students to use and that each primer can fit the Workbook Track Patterns for Terms 2, 3, and 4.

GUIDE G: STORY BOOK WRITING GUIDE

Note:

Part A of this guide should be used to teach the Cutting Stencils for Story Books Lecture and Practice Sessions 9.1 and 9.2 at the Training Course. During this Session you should have the Possible Teachers make Models for the first set of Story Books for Terms 1 and 2, and then trace and cut stencils for these Models (see the Cutting Stencils Guide, Guide D at the end of this book). These stencils will be printed later in the same day during Sessions 9.3 and 9.4.

Aim:

To show the Possible Teachers how to write **Story Books** and how to write Models and trace and cut stencils for their Story Books.

How to carry out:

There are two types of Story Books:

a) Story Books for Terms 1 and 2 (explained in Part A of this guide); and
b) Story Books for Terms 3 and 4 (explained in Part B of this Guide). If there are story books already written in the language, read Part C of this guide.

In Lecture and Practice Session 9.1 and 9.2, you should use Part A of this guide only.

Part A - Story Books for Terms 1 and 2

1) Have the Possible Teachers look at the Story Book Model for Terms 1 and 2 (Model ST3) and the example at the end of the Story Track Teachers' Guide.

2) Explain to the Possible Teachers that a Story Book for Terms 1 and 2 is written on one side of one sheet of paper and that it has four different parts:

    a) a name for the story;
    b) a short interesting story with four short sentences in it;
    c) four simple pictures, one for each sentence; and
    d) two questions about the story.

3) Have each Possible Teacher write a short interesting story with four sentences in it, in the same way as he or she did for the Writing Stories Lecture and Practice Session 1.2 (see the Writing Stories Guide, Guide C). Each Possible Teacher should make sure that his or her story has a short name.

4) Have each Possible Teacher draw a simple line drawing about each sentence in his or her story. Each picture should be the size of the boxes for the pictures on the Story Book Model for Terms 1 and 2 (Model ST3). The Possible Teachers should draw simple pictures and not waste too much time drawing them. The pictures should be big enough to fill the boxes.

5) While the Possible Teachers are drawing, you and the other Trainers should check the Possible Teachers' stories for spelling, punctuation, spacing, and breaking words as you did in the Writing Stories Lecture and Practice Session (see the Writing Stories Guide, Guide C).

6) Have each Possible Teacher write two questions about his or her story. Explain to the Possible Teachers that there are two types of questions:

    a) **What Happened Questions** that ask things like 'What happened?' 'Where did it happen?' 'How did it happen?' and so on. What Happened Questions ask about the things that are written in the story. The answer to a What Happened Question is always written in the story.

    b) **What Do You Think Questions** that ask things like 'What do you think happened?' and 'Why do you think it happened?' What Do You Think Questions ask the students to make up something about the story that is not in the story as it is written. The answer to a What Do You Think Question is not written in the story but should be made up about the story.

7) While the Possible Teachers are writing their questions, you and the other Trainers should go to each Possible Teacher and help him or her to write one question of each kind about his or her story, that is, one What Happened Question and one What Do You Think Question. Make sure that the answer to the What Happened Question is written in the story and that the answer to the What Do You Think Question is not written in the story, but can be made up about the story.

8) Now have each Possible Teacher write a Model for his or her Term 1 Story Book. Each Model should have on it:

    a) the name of the story;
    b) the four sentences of the story;
    c) the four pictures that go with the sentences; and
    d) the two questions that the Possible Teachers prepared in this Session.

    To write the Model, each teacher should use the Story Book Model for Terms 1 and 2 (Model ST3 at the end fo the Story Track Teachers' Guide) as a guide, following all of the steps that he or she learned in the Cutting Stencils Lecture and Practice Session 1.2 (see the Cutting Stencils Guide, Guide D).

9) You and the other Trainers should check each Possible Teachers' Model, when he or she has finished writing it, in the usual way. Make sure that the Model is written in exactly the same way as you want the printed page to look (see the Cutting Stencils Guide, Guide D).

10) As soon as a Possible Teacher has written his or her Model and has corrected all mistakes, you should give the Possible Teacher a blank stencil and have him or her trace and cut the stencil from the Model, following all the steps in the Cutting Stencils Guide, Guide D.

11) As soon as each Possible Teacher has traced and cut his or her stencil, you or one of the other Trainers should check the stencil in front of a window to make sure that the lines and the words on the stencil are exactly the same as the lines and the words on the Model, that all mistakes and tears have been corrected, and that the light shines through all of the lines and words.

12) When each Possible Teacher has finished cutting and correcting his or her stencil, he or she and the other Possible Teachers at the same work table should set up their silkscreen printer and begin to print, following the steps that they learned in the Silkscreen Printing Lecture and Practice Session 2.2 (see the Silkscreen Printing Guide, Guide E).

    Story Books for Terms 1 and 2 should be printed on one side of one sheet of paper. 50 copies of each Story Book should be printed for each class of 30 students. There is no need for cover pages, printing back sides, putting books together, or binding books.

13) During Sessions 9.1, 9.2, 9.3, 9.4, 10.4, 13.3, 13.4, 14.3, 14.4, 15.3, and 15.4 at the Training Course, fourteen different Story Books for Terms 1 and 2 should be printed as shown above: seven for Term 1 and seven for Term 2.

Part B - Story Books for Terms 3 and 4

14) Story Books for Terms 3 and 4 have five sheets each:
    a) a front cover sheet printed on one side (see the Front Cover Page Model, Model ST1 at the back of the Story Track Teachers' Guide);
    b) three inside sheets printed on their front sides without pictures (see the Story Book Model for Terms 3 and 4 Front Side, Model ST4 at the end of the Story Track Teachers' Guide) and on their back sides with a picture (see the Story Book Model for Terms 3 and 4 Back Side, Model ST5 at the end of the Story Track Teachers' Guide); and
    c) a back cover sheet printed on one side which has the whole story repeated on it with small writing at the top and three questions at the bottom: two What Happened Questions and one What Do You Think Question (see the Back Cover Page Model for Story Books for Terms 3 and 4, Model ST6 at the end of the Story Track Teachers' Guide).

15) Story Books for Term 3 have from ten to twelve sentences in them. Each front side of each inside page should have two to three sentences on it and each back side should have one to two sentences on it, underneath the picture (see Models ST4 and ST5).

16) Story Books for Term 4 have from fifteen to twenty sentences in them. Each front side of each inside page should have three to four sentences on it and each back side should have two sentences on it, underneath each picture (see Models ST4 and ST5).

17) During Sessions 15.4, 16.3, 16.4, 17.3, 17.4, 18.3, and 18.4, four different Story Books for Term 3 should be written and printed and four different Story Books for Term 4 should be written and printed.

18) The Possible Teachers should write short interesting stories of ten to twelve sentences for the Story Books for Term 3 and stories of fifteen to twenty sentences for Term 4, following the steps in the Writing Stories Guide, Guide C at the end of this book. The pictures on the back sides of the inside pages should be simple line drawings about the sentences on the pages where they are drawn. Make sure that each Possible Teacher writes two What Happened Questions and one What Do You Think Question for his or her story.

19) The Possible Teachers should write Models for the Story Books for Terms 3 and 4 using Models ST1, ST4, ST5, and ST6 at the end of the Story Track Teachers' Guide, following all of the steps in the Cutting Stencils Guide, Guide D. If there is not enough space for the questions at the bottom of the front side of the back cover sheet, the questions may be written on the back side of the back cover sheet.

20) The Possible Teachers should trace and cut stencils for their Models, following all of the steps in the Cutting Stencils Guide, Guide D.

21) For each Story Book for Terms 3 and 4, the Possible Teachers should print 50 copies for each class of 30 students of:

   a) a front cover printed on one side of one sheet of paper;
   b) pages 1 and 2 on the front and back sides of one sheet of paper;
   c) pages 3 and 4 on the front and back sides of one sheet of paper;
   d) pages 5 and 6 on the front and back sides of one sheet of paper; and
   e) a back cover printed on one side of one sheet of paper.

   The Possible Teachers should follow the steps in the Silkscreen Printing Guide, Guide E for printing these pages, putting them in order, and binding them into Story Books.

Part C - Adapting Materials Already Written for the Language to the Story Track

22) Any interesting stories already written in the language may be used as Listening Stories in any Term and for Story Books in Term 4. Make sure that the stories are interesting, that they are about the students' culture, and that there are enough copies for all of the students to use. If a story is very long, it should be read in parts.

GUIDE H: SURVEY GUIDE

Aim:

To find out which communities in your area are interested in literacy and to find out what kind of literacy program they would like to start.

How to carry out:

Before you make a survey of your area, you should answer these questions:

1) **What do you want to find out?** In your survey, you should try to find out which communities in your area are interested in literacy and what kind of literacy programs they would like to start. There may be other things that you would like to find out as well to help you in your work.

2) **Where will you go on your survey?** You should decide where is the best place to start your survey and which communities you will visit.

3) **When will you go on the survey?** If you decide to do a survey, you must complete it before the First Tour, which means that the survey must be completed at least six months before you hope to start literacy classes. Decide the best time to go on the survey and try to work out how much time you will need to stay in one community before you go on to the next community.

4) **Who will go on the survey?** You should decide how many people you will need to help you carry out the survey. Remember that whoever goes with you will need transport, housing, and food. If you have an Experienced Worker to help you, you should decide if it is necessary for him or her to go on the survey and find out whether he or she will be able to go with you.

5) **Which language will you use?** If you do not speak the language (or languages) of the people in the communities that you plan to visit, you should decide which language you will use. You may take a translator on the survey, or you may try to find a member of each community who understands a language that you know to translate, sentence by sentence, what you say to the people and what the people are saying to you.

6) **How will you carry out the survey in each community?** There are three main ways to do a survey:
    a) watching and taking notes to find out if each community is interested in starting a literacy program and is able to keep it going;
    b) asking questions and talking to individuals and groups in each community; and
    c) filling out a questionnaire by getting individuals or groups in each community to answer the same set of questions that you have written out on a form.

7) **Who will you talk with during the survey?** You must decide whether you will need to talk with individuals, groups, old people, young people, women, men, parents, community leaders, etcetera. You should also decide how many people you need to talk with in each community.

8) **What will you do with the things that you find out during the survey?** How will the results of the survey help you to choose Possible Communities from the communities that you will visit on the survey?

GUIDE I: SILKSCREEN BUILDING GUIDE

(Reprinted by permission from Read, Volume 16, 1; April 1981)

Aim:

To build a silkscreen printer and an applicator.

How to carry out:

Follow the steps in this guide. You may need a carpenter to help you. This guide has two parts: Part A explains how to build a silkscreen printer and Part B explains how to build an applicator.

PART A - SILKSCREEN PRINTER

Materials list for the Silkscreen Printer:

No. of pieces	Size of Parts	Name of Parts
1	5mm ply x 380mm x 280mm	work table
2	13mm wood x 380mm x 25mm	table frame sides
2	13mm wood x 230mm x 25mm	table frame ends
2	13mm wood x 430mm x 38mm	screen frame sides
2	13mm wood x 230mm x 38mm	screen frame ends
1 pair	38mm x 22mm	brass hinges
8 or 12	13mm x #4 flat head	brass screws
16	50mm jolt head	nails
16	20mm jolt head	panel nails
1 length	6mm PVC covered wire	wire
1	terylene (polyester) curtain 400mm x 250mm	silk screen
		glue, sandpaper, varnish.

SILK SCREEN PRINTER

Fig. 1

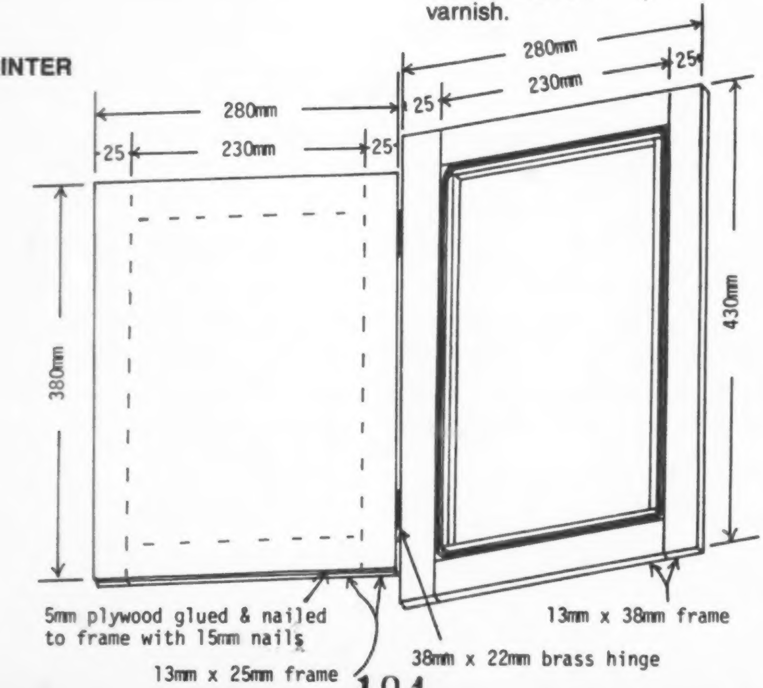
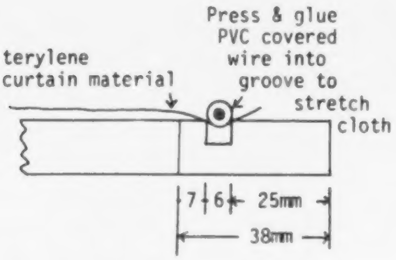
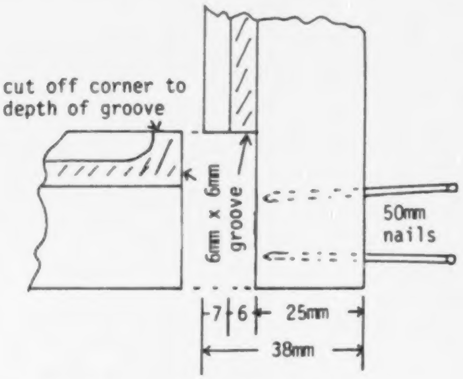

280mm
230mm
25
25
380mm
280mm
230mm
25
25
430mm
5mm plywood glued & nailed to frame with 15mm nails
13mm x 25mm frame
38mm x 22mm brass hinge
13mm x 38mm frame

Fig. 2


Press & glue PVC covered wire into groove to stretch cloth
terylene curtain material
7
6
25mm
38mm

Cutaway edge view of frame

Fig. 3



Exploded top view of frame assembly detail

How to make a Silkscreen Printer:

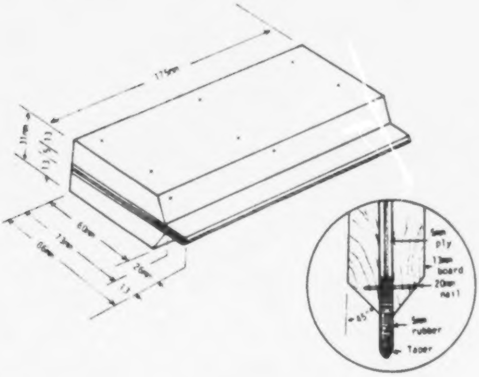
1) Cut all materials to size.
2) Nail the table frame sides to the table frame ends. Use two 50mm nails to fasten each joint. Pre-drill for the nails to avoid splitting the wood (figure 1).
3) Glue and nail the 5mm ply worktable to the frame. Use panel nails cut off to 15mm in length.
4) Make a groove 6mm wide and 6mm deep on each of the screen frame pieces. Position the groove 25mm from one edge (figure 2, 3).
5) Cut away 38mm x 13mm from each end of the screen frame side pieces (figure 3). Cut off the corners of the screen frame end pieces as shown. The frame ends will now fit into the frame sides and allow the groove to continue around the corners.
6) Nail the screen frame sides to the screen frame ends. Use two 50mm nails to fasten each joint. Pre-drill for the nails to avoid splitting the word (figure 3).
7) Screw the hinges to the back edge surfaces. Position them 30mm in screen frame. The grooved side of the screen frame must face the work table surface (figure 1).
8) Set all nails slightly and sandpaper all surfaces.
9) Apply two costs of varnish at least 24 hours apart. Sandpaper lightly after the first coat has dried before applying the second coat.
10) Spread a small amount of glue in the grooves. Clean off any excess glue from the surface before placing the cloth over the grooves (figure 2).

    Press the cloth into the groove with the wire by tapping the wire with a hammer. Begin at one corner holding the cloth taut along that side as you tap it into place. Continue holding the cloth taut until the wire is all in the groove. Cut off any excess wire. Trim excess cloth with a knife.

PART B - APPLICATOR

Materials List for the Applicator:

No.of pieces	Size of parts	Name of parts
2	13mm board x 175mm x 73m	sides
1	5mm ply x 175mm x 60mm	spacer
1	5mm rubber x 175mm x 26mm	rubber
9	25mm jolt head	panel nails
		glue, sandpaper, varnish



How to make an Applicator:

1) Cut all materials to size.
2) Glue and nail the pieces together with the ply spacer and the rubber in between the two sides.
3) Cut three nails off to 20mm in length. Nail them through the wood enclosing the rubber strip to secure the rubber so that it can not work loose.
4) Make the taper straight on the working edge of the rubber by machining it on a belt sander or on a disk sander.
5) Set all nails slightly and sandpaper all wood surfaces.
6) Apply two coats of varnish at least 24 hours apart. Sand lightly after the first coat has dried before applying the second coat. Do not varnish the rubber.

GUIDE J: ALPHABET GUIDE

Aim:

To design or revise an alphabet for the language of the Possible Communities and to get the alphabet approved by the Literacy Committees for use in literacy classes.

How to carry out:

How to use this guide:

1) Look at as many things that you can find that have been written in the language of the Possible Communities. If a dictionary of the language has been written, make sure to find a copy of it. Note which sounds of the language go with which symbols. Look for any books or articles written about the sounds of the language of the Possible Communities or any nearby or related languages. Talk to any trained linguists or others who have worked with the language of the Possible Communities or with nearby or related languages.

2) This guide has two parts:

   Part A is an Alphabet Design Guide and Part B is an Alphabet Book Writing Guide.

3) If the language of the Possible Communities has a dictionary written for it and the way that words are spelled in the dictionary is acceptable to the Literacy Committee, you will not need to use either Part A or Part B of this guide in the first year of your program. During the first year, you may find that the dictionary for the language is difficult for the Possible Teachers to find copies of or to use. If this is so, you may use Part B of this guide to write an Alphabet Book for the language, spelling the words in the Alphabet Book as they are spelled in the dictionary. If the Possible Teachers have trouble teaching the alphabet and you would like to revise it after the first year, you should use Part A as a guide for revising the alphabet, and you should use Part B to help you to write an Alphabet Book for your revised alphabet.

4) If the language of the Possible Communities has no dictionary but some books have been written in the language and the Literacy Committee approves of the way that words are written in those books, you will not need to use Part A of this guide in the first year, but you will need to use Part B to write an Alphabet Book for the language, spelling the words in the Alphabet Book as they are spelled in the books already written in the language.

5) If there are very few books or no books written in the language or if the Literacy Committee does not like the way that the words of their language are spelled in the books that have been written, you should use Part A of this guide to design or revise the alphabet for the language, and you should use Part B of this guide to write an Alphabet Book for the language, spelling the words in the Alphabet Book with your new or revised alphabet.

6) Before the Second Tour (at least two months before you hope to begin classes, see Chapter 3, Section 3 of this book) you must give the Literacy Committee of each Possible Community a copy of either an Alphabet Book or a dictionary for their language to look at, make corrections or changes to, and approve. The Literacy Committee must approve of the Alphabet Book or the dictionary before you or the Possible Teachers print any program books for the language. No program book should be printed for any community whose Literacy Committee has not approved of an Alphabet Book or a dictionary for their language.

7) Always try to remember that the main reason for designing an alphabet and writing an Alphabet Book is to get the students reading and writing as easily and as quickly as possible. In using this guide, one of your aims should always be to design an alphabet that the Possible Communities will be comfortable with. You should always try to design the best possible way to write the language of the Possible Communities but, at the same time, you should never waste too much time designing the alphabet or getting the Literacy Committee to approve it.

8) Never get into long arguments with the Literacy Committee about the alphabet that you have designed for their language. Show the Literacy Committee the Alphabet Book with the Spelling that you have found to be the best for their language. Calmly explain the reasons why you chose to spell the words in the way that you have spelled them. Calmly answer any questions that the Literacy Committee might have about the alphabet. Allow the Literacy Committee to decide for itself whether it wants to accept the alphabet that you have designed or whether it wants to change the alphabet in any way.

If the Literacy Committee wants to make any changes to your alphabet, use the guidelines in Part A of this guide to decide whether the changes that the Literacy Committee wants are good or not good. Make any of these changes that you think are good changes or small unimportant changes at once. If you think that some of the changes that the Literacy Committee wants to make are not good, calmly tell them why and answer any questions that they may have about why you feel the way you do. If the Literacy Committee members still want to make these changes, you must allow them to have their way without arguing with them. Do not allow arguments about the alphabet for the language to keep the program from going ahead.

9) When designing an alphabet, writing an Alphabet Book, or trying to get a Literacy Committee to approve an alphabet you should remember that an alphabet can always be changed and that teaching literacy is the best test of an alphabet. Try to use whichever alphabet the Literacy Committee wants you to use in the first year of a program, even if you do not think that it is a very good alphabet. During the year you may find that some of the things that you did not like about the alphabet at first were not so bad after all. If the alphabet is not a good one, the Program Teachers will probably have some trouble teaching it during the first year. As soon as a Program Teacher has problems because of the alphabet that the Literacy Committee has approved, send the Program Teacher to the Literacy Committee to explain the problem. You and the Program Teachers should decide on what changes need to be made in the alphabet for the second year of the program and try to calmly convince the Literacy Committee members to approve of the changes. No change should be made until the Literacy Committee has approved it.

10) To use Part A of this guide, you will need to have some understanding of the sounds of language (phonetics) and of how these sounds are used to communicate meanings (phonemics). It will probably be necessary for you to use the International Phonetic Alphabet in carrying out some of the steps of Part A, but you may be able to use the alphabet of a language that you know that has an alphabet that obeys the Alphabet Rules in step 18 of this guide. If you need to design or revise an alphabet and you do not think that you have the training to carry out all of the steps in Part A, you should find a teacher or a student from the Linguistics or Language Department of a university, a translator, or another person with the necessary training to help you.

11) Most of the steps in this guide have been written for areas where alphabet symbols for consonants and vowels are used for writing. If syllable symbols are used in your area instead of consonant and vowel symbols, you should read the guide carefully and pay special attention to the Notes for Syllable Symbols in steps 14, 18, and 23.

Part A - Alphabet Design Guide

Note:

See step 10 above. You may need the help of an Experienced Worker to use this part of this guide.

12) **Word List**
To find out the sounds of the language of the Possible Communities, you should find someone in one of the Possible Communities who knows the language well and who has no speech problems. You should ask this person how to say each word in the **Word List** at the end of this guide in the language of the Possible Communities and carefully write down each sound in each word after he or she says it, using the International Phonetic Alphabet or another alphabet that you know that follows **Alphabet Rule 1** (see step 18 below). While you are writing the sounds of each work, think about all of the sounds that you know about or read about in step 1 of this guide in other languages which are related to the language of the Possible Communities or which are spoken nearby.

    If possible, try to get the speaker to tell you other words in the language of the Possible Communities as well as those that are on the Word List. When you list the sounds of words in the language that are not on the Word List, make sure that the words were not recently borrowed from another language. If you have a tape recorder, you may tape the voice of the person saying the words on the list so that you can go back and check your work later.

13) When you have finished writing down all of the sounds of all of the words on the Word List in the language of the Possible Communities, you should find another good speaker of the language who has no speech problems. Sit down with this person and check over the sounds that you have written down for each word on the Word List. If this person says a word in a different way from the first person whom you asked, note all of the differences.

14) **Sound List**
Once you have checked your Word List, you should make a Sound List. Your **Sound List** should have six columns. In the first column you will write every sound that you noted in any word on the Word List. Try to list the sounds that sound the same or that are made in a similar way underneath one another on the list (for example, consonants with consonants, vowels with vowels, etcetera). For each sound listed in the first column you should list each word of the Word List where the sound is found in the second, third, fourth, fifth, and sixth columns beside it. List the sounds one at a time in the first column. Make sure that you have listed all of the words from the Word List that have the first sound in the first column in them in the other columns before you list the second sound in the first column and so on for all of the other sounds:

    In the second column, list all of the words as you wrote them in the language of the Possible Communities where the sound in the first column is found at the beginning of a word.

    In the third column, list all of the words as you wrote them in the language of the Possible Communities where the sound in the first column is found in the middle of a word but at the beginning of a syllable. If you are not sure about how many syllables are in a word where groups of vowels or consonants are found, break up the groups into separate syllables in order to fill in the second, third, fourth, and fifth columns of the Sound List.

    In the fourth column, list all of the words as you wrote them in the language of the Possible Communities where the sound in the first column is found in the middle of a syllable.

    In the fifth column, list all of the words as you wrote them in the language of the Possible Communities where the sound in the first column is found in the middle of a word but at the end of a syllable.

In the sixth column, list all of the words as you wrote them in the language of the Possible Communities where the sound in the first column is found at the end of a word.

Note for Syllable Symbols

If syllable symbols are used in your area, you should make a Syllable List instead of a Sound List. A Syllable List has only four columns. In the first column, list every syllable that you wrote in any word on the Word List. Try to list the syllables that have similar beginning sounds underneath one another, one at a time on the list. For each syllable listed in the first column, you should list each word of the Word List where the syllable is found in the second, third, and fourth columns beside it:

In the second column, list all of the words as you wrote them in the language of the Possible Communities where the syllable in the first column is found at the beginning of a word.

In the third column, list all of the words as you wrote them in the language of the Possible Communities where the syllable in the first column is found in the middle of a word.

In the fourth column, list all of the words as you wrote them in the language of the Possible Communities where the syllable in the frist column is found at the end of a word.

15) Contrastive Sound List

When you have finished writing the Sound List, you should make a **Contrastive Sound List**. There are two types of sounds in all languages: **contrastive sounds (phonemes)** and **non-contrastive sounds (allophones)**. **Contrastive sounds** are sounds that show differences in the meanings of words. **Non-contrastive sounds** are sounds that are just versions of contrastive sounds and so themselves cannot show differences in the meanings of words. An alphabet must have a different symbol for each contrastive sound in a language, so it is very important for you to find out which sounds in the language of the Possible Communities are contrastive and which sounds are non-contrastive.

The best way to prove that sounds are contrastive in a language is to find **minimal pairs** of words. A **minimal pair** of words is a set of two words that have different meanings but which sound exactly the same, except for one sound in the same place in each word. Example (English):

Minimal Pair: **pin**
tin

This minimal pair of words proves that the sounds **p** and **t** must be contrastive sounds in English, since they can show the difference in the meanings of the words 'pin' and 'tin'. Because these two sounds are contrastive sounds in English, there must be a separate symbol for the sound **p** and a separate symbol for the sound **t** in the English alphabet. You should try to find as many minimal pairs of words as you can in the language of the Possible Communities.

Non-contrastive sounds do not show differences in the meanings of words and do not each need to have a symbol in the alphabet to write them. Example (English):

very (with British dialect tapped **r**)
very (with American dialect approximant **r**)

The difference in sound between the British **r** and the American **r** is not contrastive, since a word such as 'very' does not change its meaning depending on which **r** the speaker uses. The British **r** and the American **r** are just two versons of the same sound in English, they are non-contrastive sounds in English, and there is no need to have a separate and different symbol for each of the two **r** sounds in the English alphabet.

On your Contrastive Sound List, there should be three columns: one for contrastive sounds, one for non-contrastive sounds, and one for problem sounds. You will list sounds in each of these columns in the next step of this guide (step 16).

16) **Finding Contrastive Sounds and Non-Contrastive Sounds**

To find the contrastive and the non-contrastive sounds of the language of the Possible Communities, you should look at the Sound List for the language and answer these questions for each sound in the first column of the Sound List:

Question A:

Can the sound show the difference in meaning between a minimal pair of words?

Yes. If the answer to Question A is yes, write the sound in the contrastive sound column of the Contrastive Sound List.

No. If the answer to Question A is no, go on to Question B.

Question B:

Can the sound always replace another sound in a word without showing a difference in meaning in the word?

Yes. If the answer to Question B is yes, one of the two sounds is non-contrastive and it should be written in the non-contrastive sound column of the Contrastive Sound List.

No. If the answer to Question B is no, go on to Question C.

Question C:

If the sound is similar to another sound in the first column of the Sound List, is the sound found in the part of a word or syllable where the other sound is not found? (If there is no other similar sound go on to Question E).

Yes. If the answer to Question C is yes, one of the two sounds is non-contrastive and it should be written in the non-contrastive sound column of the Contrastive Sound List.

No. If the answer to Question C is no, go on to Question D.

Question D:

If the sound is similar to another sound in the first column of the Sound List, is the sound found near to some sounds that the other sound is never found near to?

Yes. If the answer to Question D is yes, one of the two sounds is non-contrastive and it should be written in the non-contrastive sound column of the Contrastive Sound List.

No. If the answer to Question D is no, go on to Question E.

Question E:

Have all of the sounds in the first column of the Sound List been written in either the contrastive sound column or the non-contrastive sound column of the Contrastive Sound List?

Yes. If the answer to Question E is yes, you will not need to use the problem sounds column of the Contrastive Sound List and you can skip step 17 and go on to step 18.

No. If the answer to Question E is no, write the sounds in the first column of the Sound List that you have not written in either the contrastive sound column or the non-contrastive sound column in the problem sound column of the Contrastive Sound List and go on to step 17.

17) **Problem Sounds**

Look again at any materials written in the langauge of the Possible Communities or about the sounds of the language of the Possible Communities, nearby languages, or languages related to it. How are the problem sounds on your Contrastive Sound List being written? Are they contrastive or non-contrastive in the nearby or related languages? Does this give you any ideas about the problem sounds in the language of the Possible Communities?

You should sit down with a speaker of the language of the Possible Communities and go through all of step 16 (especially Questions A, B, C, and D) for each sound in the problem sounds column of the Contrastive Sound List. Try to make up words that are exactly the same as words on the Word List, except that one of the sounds in one of the words on the Word List in the language of the Possible Communities is replaced by one of the problem sounds. If the word that you invent makes sense in the language and it means something different from the original word on the Word List, the problem sound that you used to invent the word with is a contrastive sound and it should be erased from the problem sound column and put into the contrastive sound column of the Contrastive Sound List.

If your invented word makes sense, but the meaning is the same as the meaning of the original word on the Word List, the problem sound that you used to invent the word with is a non-contrastive sound, and it should be erased from the problem sound column and put into the non-contrastive sound column of the Contrastive Sound List.

Finally, any problem sounds left after completing steps 16 and 17 should be erased from the problem sound column and put into the contrastive sound column of the Contrastive Sound List. Put a special mark beside each of these sounds to show that they may be non-contrastive sounds. For the rest of the steps in this guide, these sounds should be treated as contrastive sounds.

18) **Finding Symbols for Contrastive Sounds Using the Alphabet Rules**

You should now use the **Alphabet Rules** in this step to find symbols for all of the contrastive sounds in the language of the Possible Communities. There is no need to find symbols for the non-contrastive sounds, unless the Literacy Committee feels that this is necessary. The **Alphabet Rules** are:

Rule 1: There should be a separate and different way to write each contrastive sound in a language. Each contrastive sound should always be written in the same way wherever it is found.

Rule 2: As much as possible, the symbols that you choose for the contrastive sounds in a language should be those that the people who speak the language are used to seeing written in other languages of their area. The alphabet of a language should match the alphabets of neighbouring languages as much as possible, to allow neighbouring communities to learn each others' languages.

Rule 3: The symbols that you choose for the contrastive sounds of a language should be as easy as possible to teach, to learn, to read, to write, to type, and to print. Always choose symbols for the contrastive sounds in a local language in this order:

> **First Choice:** If the sound is contrastive in the offical language or in nearby languages that have alphabets, adopt the symbol used for the sound in the official language or a nearby language, if the symbol obeys Alphabet Rule 1 and Alphabet Rule 2. This is the best choice for symbols, since symbols chosen in this way will be easy to teach, to learn, to read, to write, to type, and to print.
>
> If the sound is not contrastive in the official language or in nearby languages, or if the symbol for the sound in the official language or in nearby languages does not obey Alphabet Rule 1 and Alphabet Rule 2, you should try the Second Choice below:

Second Choice: If the sound follows regular patterns (for example, length or nasalisation) try a spelling rule. This is a good choice because spelling rules are usually easy to read, to write, to type, and to print but they are slightly difficult to teach and to learn. If the sound does not follow regular patterns, try the Third Choice below.

Third Choice: Try to use two or three symbols in a group (digraph or trigraph). These symbols should be symbols already used for a similar sound in the local language or for a similar sound in the official language or in a nearby language. This is a good choice because the symbol will be easy to read and write and only slightly difficult to teach, to learn, to type, and to print. Sometimes it is not possible to use groups of symbols, especially with vowel sounds. If this is the case, try the Fourth Choice below:

Fourth Choice: Try a dot underneath a symbol. The symbol that you choose to put the dot under should be a symbol used already for a similar sound in the local language or for a similar sound in the official language or in a nearby language. This is a fairly good choice because the symbol will be easy to read, only slightly difficult to teach, to learn, and to write, but difficult to type and to print.

Note for Syllable Symbols:
All of the Alphabet Rules in this step should be used to find symbols for the syllables in the language of the possible Communities, except for Alphabet Rule 3, Third Choice.

19) **Some Recommendations**
We recommend that these symbols be used for the sounds listed below:

a) Nasalised Consonants and Vowels: Try a spelling rule with the symbol for the sound **n** used with the symbols for the consonants and the vowels.
b) Long Consonants and Vowels: Try a spelling rule that doubles the consonant or vowel symbol.
c) Narrow Pharynx Vowels: Try a dot below the wide vowel symbol.
d) Labialised Consonants: Try the consonant symbol followed by the symbol for the sound **w**.
e) Palatalised Consonants: Try the consonant symbol followed by the symbol for the sound **y**.
f) Glottal Stop: Try an apostrophe.
g) Ejective Consonants: Try the consonant symbol followed by an apostrophe.
h) Implosive Consonants: Try a dot below the consonant symbol.
i) Breathy Consonants: Try the consonant symbol followed by the symbol for the sound **h**.
j) Aspirated Consonants: Try the consonant symbol followed by the symbol for the sound **h**.
k) Clicks: Try groups of two or three symbols.
l) Syllabic Consonants: Try a dot below the consonant symbol.
m) Tone: Leave the most common tone unmarked and use the marks ´(for high tone), ` (for low tone),- (for mid or downstepped tone), ^ (for falling tone) and ˇ (for rising tone) over vowel symbols or syllabic consonant symbols, as needed.
n) Stress: Leave unstressed syllables unmarked and use ´(for primary stress) and ` (for secondary stress) over vowel symbols or syllabic consonant symbols, as needed.
o) Pitch-Accent: Leave unaccented syllables unmarked and use ´,`,-,^, and ˇfor the different types of accent over vowel symbols or syllabic consonant symbols, as needed.

20) As soon as you have found symbols for all of the contrastive sounds in the language of the Possible Communities, you should begin to write an **Alphabet Book** for the language (see Part B of this guide).

Part B - Alphabet Book Writing Guide

21) Your aims for writing an **Alphabet Book** should be:

   a) to give the members of the Literacy Committee of each Possible Community a clear idea of how you think that their language should be written so that they can talk about it, correct it, change it, and give it their approval; and
   b) to give the Possible Teachers and the other members of each Possible Community a guide to use in spelling their language.

22) You should write the Alphabet Book either in the official language or in the language of the Possible Communities. You can write the Alphabet Book clearly by hand or you can type it, if this is possible. Do not make many copies of the Alphabet Book until the Literacy Committee has approved it. Make two copies for each Literacy Committee and at least two copies for your own files.

23) An **Alphabet Book** has seven pages:

   a) page 1 - an introduction page;
   b) page 2 - an alphabet list with examples;
   c) page 3 - a consonant list with examples;
   d) page 4 - a vowel list with examples;
   e) page 5 - a syllable type list and a pitch class list, both with examples;
   f) page 6 - a guide for dividing words and spelling borrowed words; and
   g) page 7 - a short list of words spelled with the alphabet for the language.

For some languages, one page will not be enough to explain all of the things that you need to explain about consonants, vowels, or another area of the language. If this is the case, you should add as many pages as you need.

Note for Syllable Symbols:
Instead of writing an Alphabet Book, you should write a Syllable Book. A Syllable Book has all of the same pages listed for the Alphabet Book in step 23 above, except that instead of an alphabet list, a consonant list, and a vowel list on pages 2, 3, and 4, there should be a single syllable list, with all of the syllable symbols listed one by one, and an example of the syllable symbol used in a word beside each.

24) Write the introduction page (page 1) of the Alphabet Book for the language of the Possible Communiities. You should follow this Model to write the page, filling in all of the blank spaces with the name of the language, your name, the name of the Literacy Committee, and the date, as needed:

Alphabet Book for the ____________________ Language

Written by ______________ and the ______________ Literacy Committee

First Trial Edition, Date: _________________________

Introduction: This book is a guide for spelling the ___________ language. This is a Trial Edition. We would be very glad to hear your comments and corrections. The aim of this book is to make reading and writing the ______________________ language as easy and enjoyable as possible.

25) Write page 2 of the Alphabet Book for the language of the Possible Communities. This page should have three columns on it. In the first column, you should list the symbols of the alphabet for the language of the Possible Communities one by one in the order that these symbols are usually listed in the official language or in a nearby language. Beside each symbol in the first column you should write a word from the language of the Possible Communities in the second column that has the symbol in the first column in it. Beside each word in the second column you should write the meaning of the word in the official language in the third column.

26) Write page 3 of the Alphabet Book for the language of the Possible Communities. There should be three columns on this page, as there were on page 2 (see step 25 above). Each consonant symbol in the alphabet for the language of the Possible Communities should be listed in order in the first column, with a word in the language of the possible Communities that has the symbol in it in the second column, and the meaning of the word in the official language in the third column.

At the bottom of page 3, you should explain any special types of consonants that need to be marked in the alphabet of the language such as long consonants, nasalised consonants, etcetera.

27) Write page 4 of the Alphabet Book for the language of the Possible Communities. There should be three columns on this page, as there were on page 2 (see step 25 above). Each vowel symbol in the alphabet for the language of the Possible Communities should be listed in order in the first column, with a word in the language of the Possible Communities that has the symbol in it in the second column, and the meaning of the word in the official language in the third column.

At the bottom of page 4, you should explain any special types of vowels that need to be marked in the alphabet of the language such as long vowels, nasalised vowels, narrow pharynx vowels, etcetera.

28) Write page 5 of the Alphabet Book for the language of the Possible Communities. At the top of the page there should be the usual three columns. Each syllable type in the language should be listed in the first column (using **C** for consonant and **V** for vowel) with a word in the language of the Possible Communities that has the syllable type in it in the second column and the meaning of the word in the official language in the third column.

Below these columns you should explain special syllable types in the language such as groups of consonants (clusters) or vowels (diphthongs) in the same syllable, syllabic consonants, etcetera.

At the bottom of the page there should be the usual three columns. Each pitch pattern in the language (stress pattern, tone pattern, or pitch-accent pattern) should be listed in the first column, with a word in the language of the Possible Communities that has the pitch pattern in it in the second column, and the meaning of the word in the official language in the third column.

Below these columns, you should explain any special pitch patterns in the language such as downstep, etcetera.

29) Write page 6 of the Alphabet Book for the language of the Possible Communities. You should follow this Model to write the page, filling in the blank spaces with the name of the language of the Possible Communities:

Dividing Words:
In many languages, it is not always clear where one word ends and another word begins. When you need to decide whether two items belong to the same word or whether they are separate words, you should ask yourself these questions:

a) Can each item be said alone and still mean something?
If the answer to this question is yes, these items are probably separate words. If the answer is no, these items may be part of the same word.

b) Can a word be put in between the two items?
If the answer to this question is yes, these items are probably separate words. If the answer is no, these items may be part of the same word.

c) Do the sounds of one or both items change when the two items are used together?
If the answer to this question is yes, the two items may be part of the same word.

Borrowed Words:

Words in the ________________ language that have been borrowed from other languages should be spelled using the alphabet in this book and following the sounds that speakers of __________________ use when they say the borrowed words.

30) Write a short word list on page 7 of the Alphabet Book. Choose from 30 to 40 words from the Word List at the end of this guide and spell them out in the language of the Possible Communities. Make sure that each word is spelled correctly, using the guidelines for the alphabet that the Literacy Committee has approved. List each word in alphabetical order with its meaning in the official language beside it.

WORD LIST

1 all
2 animal
3 ashes
4 back
5 bad
6 bark (of tree)
7 belly
8 big
9 bird
10 bite (verb)
11 black
12 blood
13 blow (verb)
14 bone
15 breathe
16 burn (verb)
17 child
18 chin
19 cloud
20 cold
21 come
22 count
23 cut
24 dance (verb)
25 day
26 die
27 dig
28 dirty
29 dog
30 drink
31 dry (verb)
32 dull
33 dust
34 ear
35 earth (ground)
36 eat
37 egg
38 elbow
39 eye
40 fall
41 far
42 fat (grease)
43 father
44 fear
45 feather
46 few
47 fight (verb)
48 fire
49 fish
50 five
51 float
52 flow
53 flower
54 fly (verb)
55 fog
56 foot
57 forehead
58 four
59 fruit
60 full
61 give
62 go
63 good
64 hair
65 hand
66 hard
67 head
68 hear
69 heart
70 heavy
71 here
72 hide
73 hit
74 hold
75 hole
76 hook
77 horn (of animal)
78 hot
79 house
80 hunt
81 husband
82 I
83 jump
84 kill
85 knee
86 knife
87 know
88 laugh
89 leaf
90 leg
91 lie down
92 light (in weight)
93 liver
94 long
95 louse
96 love
97 many
98 moon
99 morning
100 mother

101	mountain
102	mouth
103	name
104	narrow
105	near
106	neck
107	new
108	night
109	nose
110	old
111	one
112	other
113	person
114	play
115	pull
116	push
117	rain
118	rat
119	red
120	right (correct)
121	right side
122	river
123	road
124	root
125	rope
126	rotten
127	round
128	rub
129	salt
130	sand
131	say
132	scratch
133	sea (or lake)
134	see
135	seed
136	sew
137	sharp
138	shoulder
139	sick
140	sing
141	sit
142	skin
143	sky
144	sleep
145	small
146	smell
147	smoke
148	smooth
149	snake
150	some
151	spit
152	split
153	squeeze
154	stab (pierce)
155	stand
156	star
157	stick
158	stone
159	straight
160	suck
161	sun
162	swell
163	swim
164	tail
165	that
166	there
167	they
168	think
169	this
170	three
171	throw
172	thumb
173	tie
174	tongue
175	tooth
176	tree
177	turn
178	two
179	vomit
180	walk
181	wash
182	water
183	we
184	wet
185	what
186	when
187	where
188	white
189	who
190	wide
191	wife
192	wind (air)
193	wing
194	wipe
195	woman
196	woods
197	worm
198	yellow
199	you (singular)
200	you (plural)

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WORKING TOGETHER FOR LITERACY is a complete step-by-step guide for setting up Local Language Literacy Programs and teaching literacy classes with success in almost any community. Because the Local Language Literacy Program uses a **Community Framework** to set up literacy classes and community projects to pay all program costs, communities have been able to set up literacy classes with very few resources other than a group of community members who want to help other community members to read and write their own language.

The **Community Framework Guides** in this book give complete instructions for organizing communities, designing alphabets for unwritten languages, writing and printing books, training teachers, and making sure that classes are a success with very little help from other people outside of the community.

Local Language Literacy classes are taught using the **Multi-Strategy Method**, which combines the best parts of most of the methods that have been used in successful literacy programs around the world so that the strong points of one method make up for the weak points of another. The **Multi-Strategy Method** is a step-by-step method that has been used by community members with no more than a primary school education to teach successful literacy classes.

The Multi-Strategy Method is designed to fit the teaching and learning styles of any community and can be used to teach both children and adults to read and write.

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ISBN 9980 62 650 X

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